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ABSTRACT

As part of the Chicago Model Cities Reading Project, the Chicago Board of Education plans to conduct a performance-contract reading program. The primary objective is to raise the composite reading vocabulary and comprehensive skills of each pupil in the program, as measured by a standardized reading test, by more than one grade level equivalent during each school year of performance-contract instruction. Fulfilling this objective will be the only basis for reimbursement to the instructional contractor. Approximately 700 kindergarten and primary-grade children and 1,100 intermediate-grade pupils located in ten inner city elementary schools will serve as subjects. The proposed instruction will consist of 1 hour per day in special laboratories, and will begin in March 1971 and continue during the school year through February 1972. Included in this document are the following: the project description, the request for proposals, a description of the population selection and characteristics, and the proposal format and evaluation criteria. Tables and charts are included. (DE)

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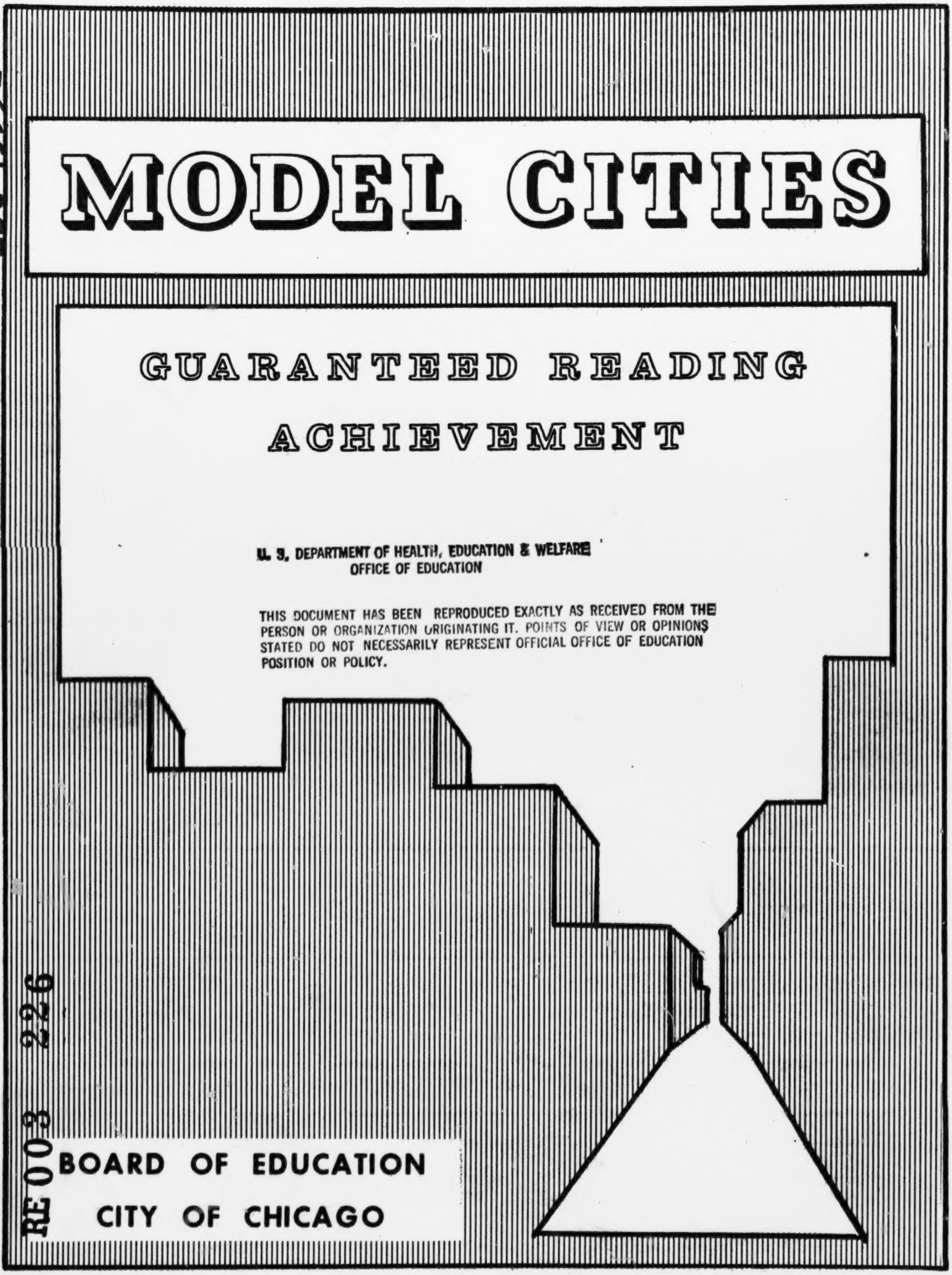

MODEL CITIES

GUARANTEED READING ACHIEVEMENT

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RE003 226

BOARD OF EDUCATION
CITY OF CHICAGO

ED0 45332

BOARD OF EDUCATION
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CHICAGO, ILLINOIS 60601
TELEPHONE: 641-4141

JAMES F. REDMOND
GENERAL SUPERINTENDENT OF SCHOOLS
TELEPHONE: 641-4400

November, 1970

Dear Sir:

This document represents The Request for Proposals for the Board of Education, City of Chicago's project entitled "Guaranteed Reading Achievement ".

The funding of this program is dependent on final approval by the Chicago Model Cities Agency.

I would like to thank you in advance for your interest in this project and extend my hopes for a productive relationship.

Sincerely,

James F. Redmond
General Superintendent

GUARANTEED READING ACHIEVEMENT PROJECT

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Chicago Teachers Union Contract

(A copy of "Rules, Board of Education of the City of Chicago" in the Secretary's office, Board of Education, City of Chicago.)

PROJECT DESCRIPTION

"GUARANTEED READING ACHIEVEMENT"

As part of the Chicago Model Cities sponsored Reading Project, the Chicago Board of Education plans to conduct a performance contract program as specified in this project description, the other sections of the "Request for Proposals", and the Model Cities Agency approved Reading Project Work Program.

Objectives

The primary objective of this program is:

To raise the composite reading vocabulary and comprehensive skills of each pupil in the program, as measured by a standardized reading test, by more than one grade level equivalent during each school year of performance contract instruction. Fulfilling this objective will be the only basis for reimbursement to the instructional contractor.

Secondary objectives of this program are:

(1) To improve the attitudes of pupils in the program as a concomitant result of improvement in reading; it is anticipated that pupils will exhibit improved attitudes toward the schools, their teachers, and themselves as measured by tests of student attitudes and opinions, and related measures regarding truancy, absences, and vandalism.

(2) To introduce, at the risk of the contractor, a new instructional program in the Chicago Public Schools which, if successful, can be continued by the Chicago Board of Education at the conclusion of the contract.

(3) To develop a cost effective analysis of this program based on the contractor's expenditures and profits, and fixed costs borne by the Board of Education, the cost of equipment and material used by the program, and the gains in achievement recorded for pupils,

all of which can form a basis for comparing the effectiveness of this program with similar programs.

Overview

The "Guaranteed Reading Achievement" program provides for the development of a performance contract program to serve approximately 700 kindergarten and primary children and approximately 1100 intermediate pupils located in ten target area elementary schools. Instruction will begin in March, 1971 and continue during the school year through February, 1972

The performance contract will include subcontractors as follows:

(1) The instructional contractor will perform the actual instruction of the students, including supplying equipment and materials, and personnel and/or inservice training of Board of Education personnel, and will be paid in relation to the achievement of students. This instruction will take place in special laboratories for one hour per day per student.

(2) The auditing contractor will certify and implement the research design, pre and post test the students, monitor the project,and prepare reports.

(3) The management support contractor will assist staff and the Performance Contractor Management Committee in developing the program, acceptable to the Board of Education, including the request for proposal, bidding procedures, negotiations with contractors, and interim and final performance objectives. The management support contractor will also assist in monitoring the project.

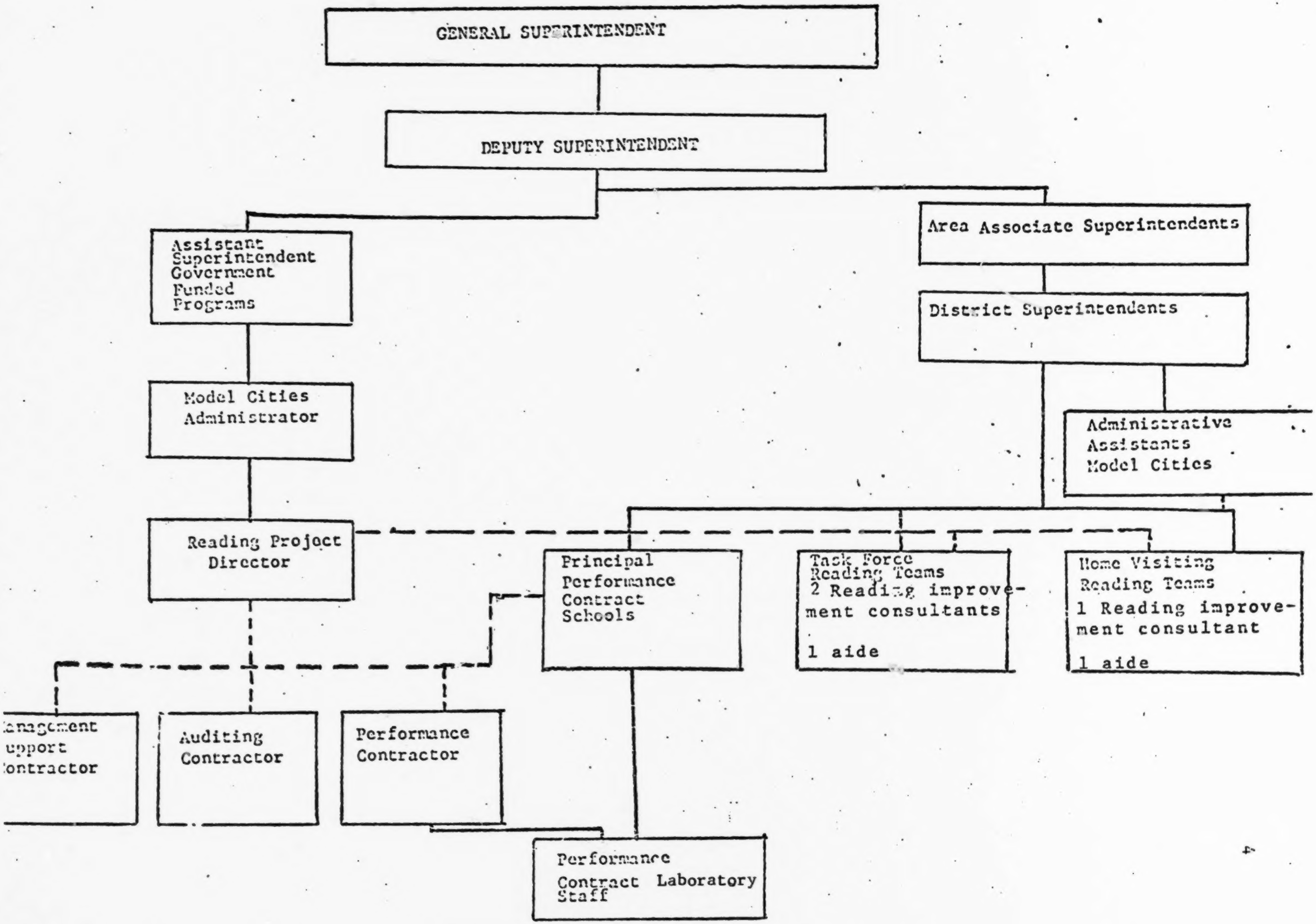
All contracts will be let on a one year renewable basis.

The schools in which the performance contract instruction will take place are located in the four Model Cities Target Areas. (See accompanying maps.) In general these areas exhibit typical symptoms of the "inner city" including poverty, high unemployment, over crowding, gang violence, and school dropouts. One of the schools is multi-ethnic and some children in this school do not speak English. The schools and their populations are described in greater detail in the materials which accompany the "Request for Proposals".

Administrative Organization and Relationship of Contractor to the Board of Education and Model Cities Agencies

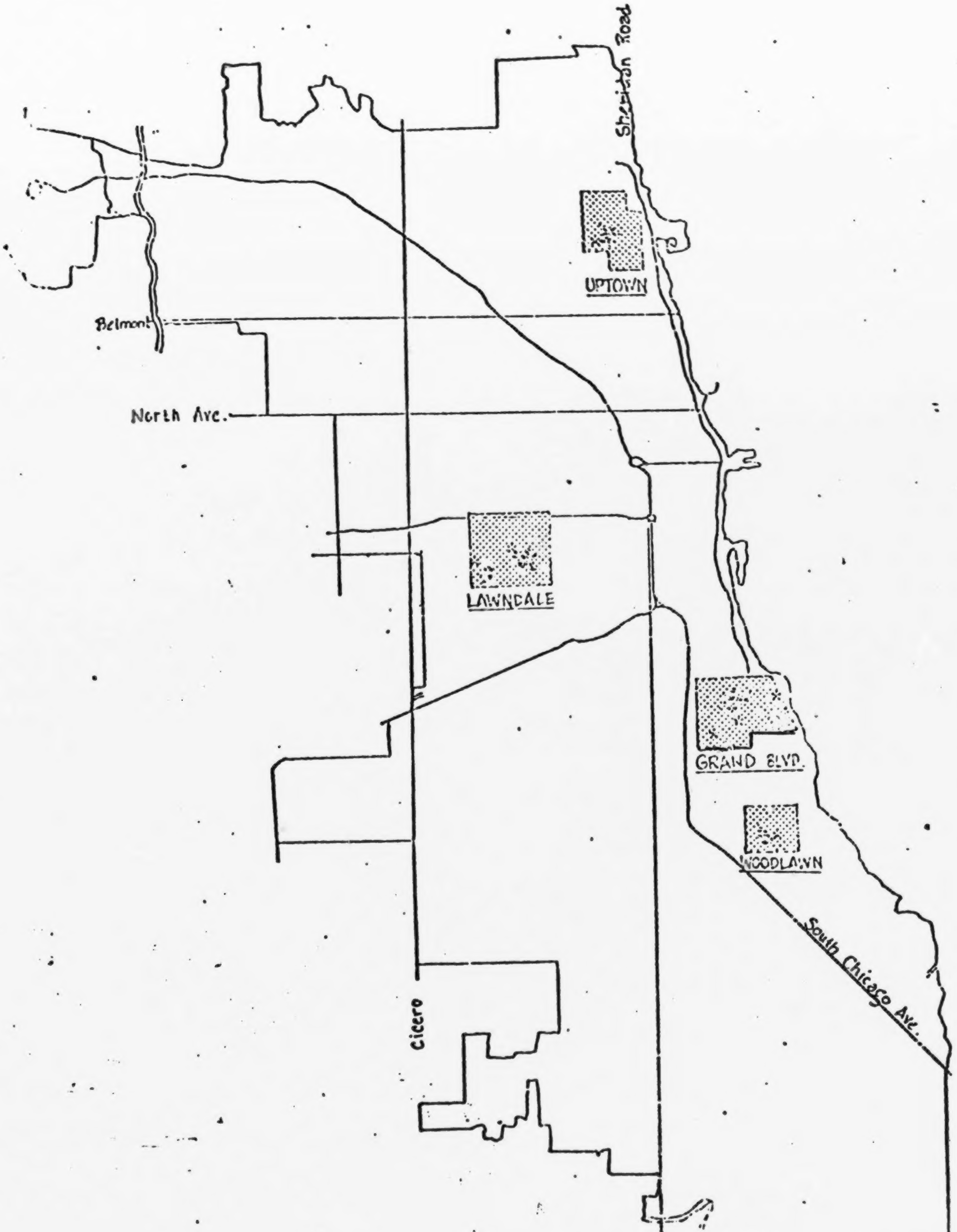
The Administration and Staffing chart refers to the administrative structure of the Chicago Public Schools. It should be noted that the performance contract program will be coordinated by a Reading Project Director in the office of the Model Cities Administrator. The Project Director will be responsible for coordinating and monitoring all aspects of the program and will act as a decision making focal point in case of conflict between contractors. The Director will oversee the enforcement of the terms of the contracts and where clarification of policy or new policy is needed, the Director will act as liaison between the contractor and higher administration of the Board of Education. The total effort will receive guidance from a Performance Contract Management Committee which has as its membership representatives of the Board of Education, the Model Cities Agency, Community members, and the Chicago Teachers Union, teachers, principals, district superintendents, area associate superintendents and central office administration.

It should be noted that the laboratory staff will be directly responsible to both the instructional contractor and the principal of the school. In general, laboratory teachers must be responsible to the principal of the school in the same sense as other faculty members, though in terms of the instructional program the laboratory teacher will need to be responsible to the instructional contractor. The role of the classroom teacher who participates in the laboratory with his or her class must also be specified.


GENERAL SUPERINTENDENT
DEPUTY SUPERINTENDENT
Assistant Superintendent Government Funded Programs
Area Associate Superintendents
District Superintendents
Model Cities Administrator
Administrative Assistants Model Cities
Reading Project Director
Principal Performance Contract Schools
Task Force Reading Teams 2 Reading improvement consultants 1 aide
Home Visiting Reading Teams 1 Reading improvement consultant 1 aide
anagement upport ontractor
Auditing Contractor
Performance Contractor
Performance Contract Laboratory Staff

ADMINISTRATION AND STAFFING CHART
MODEL CITIES READING PROJECT

Figure 1
Map of Chicago Showing Model Cities Target Areas


Sheridan Road
UPTOWN
Belmont
North Ave.
LAWNDALE
GRAND BLVD.
WOODLAWN
South Chicago Ave.
Cicero
Halstead

The areas of responsibility must be clearly defined in the proposal. Teachers employed will be covered by the terms of the contract between the Chicago Teachers Union and the Chicago Board of Education unless exceptions are specifically negotiated. (A copy of this contract is included with the Request for Proposals.)

All contracts must be approved by both the Chicago Board of Education and the Chicago Model Cities Agency. Required forms relating to guarantees concerning equal opportunity in employment practices will be found in the Appendix.

Contractors will be required to cooperate in the preparation of Model Cities and Board of Education Reports.

Elements of the Program: Kindergarten - Primary and Intermediate

Proposals will be accepted for the Kindergarten-Primary Instructional Contract and/or the Intermediate Instructional Contract either spearately or together. This section will describe those elements common to both the Kindergarten-Primary and the Intermediate proposed programs.

1. Proposals should follow the program outlined in this Request for Proposals. However, alternatives to particular program elements will also be considered and may be the subject of negotiation with contractors.

2. Payment is to be based on achievement gains of children as measured by standardized achievement tests (75%) and performance on criterion referenced items (25%). The scale of payment will be the subject of bidding. Guidelines will be outlined in each section below. The Auditing Contractor will administer the pre and post tests. Tests and forms used for individual students will not be disclosed to the instructional contractor. The Auditing Contractor will conduct an analysis of instructional content in relation to standardized tests used and a penalty clause in the contract will be invoked if the Instructional Contractor "teaches to the test." Ten percent of the payment will be withheld

pending a determination of retention of gains compared with a control group as shown by city wide test scores or special testing of the pupils. Students entering or leaving the school must be accepted by the contractors and payment will be made on a pro-rated basis, on a tested gains basis where possible or otherwise on the basis that class average gain will be used for the untested individuals. Three criterion referenced test items must be supplied by the Instructional Contractor for each performance objective with selection of items used to be specified by the Board of Education in consultation with the Auditing Contractor.

3. Instruction will consist of one hour per day in a special laboratory, beginning in March , 1971 and continuing during the school year through February, 1972. Students will use the laboratories in classroom units, with classes being randomly assigned in those schools which have more classrooms in the grade level to be included in the contract than can be accomodated in the laboratories. The classroom teacher will be involved with his or her class and will participate in the instructional program. The laboratories will be under the direction of a laboratory teacher who will be selected by the instructional contractor from a list, supplied by the Board of Education, of at least five volunteering teachers for each laboratory. Other qualifications being equal, the contractor must give preference to Model Cities Target Area residents in selecting these laboratory teachers. (These teachers will be selected in keeping with Model Cities guidelines for the employment of professionals and from the participating school, if feasible.) The laboratory teachers will continue to be paid by the Chicago Board of Education, but the cost of their salaries and fringe benefits will be charged against the instructional contractor. (Fringe benefit costs are approximately 13% of a teacher's salary. Salary scales are shown in the appendix.) If paraprofessionals are employed they must be subject to Model Cities requirements which include:

a) paraprofessionals must be target area residents, b) they must participate in formal education requirements, and c) the Model Cities salary scale must be utilized which starts at $414 per school month.

4. The laboratory room will be furnished by the Board of Education, but any adaption for its use as a laboratory will be the responsibility of the Instructional Contractor. Equipment and materials will be furnished by the Instructional Contractor with arrangements specified by which the performance contractor payments will constitute a purchase arrangement over a three year period, if the contract is renewed for the second and third years. The Instructional Contractor upon completed installation of each laboratory will be able to draw up to $7,000.00 for each laboratory, based on expenditures for equipment and material and inservice training of staff. It may be noted that the salaries of laboratory teachers advanced by the Board of Education will also constitute a draw against performance earnings. If these advances are in excess of the amount earned, they are recoverable by the Board of Education. No other amount will be advanced until the post-testing is completed.

5. The Instructional Contractor must supply measures of the attainment of interim objectives and report on pupil attainment of these objectives every two months (Attainment of these objectives may be utilized as part of the criterion referenced test items mentioned above, on which 25% of the total payment will be based.) Proposals should also include information on plans for working with and reporting to parents.

6. The Auditing Contractor will, as the result of pre and post-testing, utilizing the scale specified in the instructional contract, determine the amount to be paid to the Instructional Contractor. The Auditing Contractor must also evaluate the achievement of the previously stated objectives of the program, including changes in attitude and skills of both teachers and students, and an over all assessment of the worth of the program in comparison with control schools. The Auditing Contractor will also be required to evaluate two other aspects of the Model Cities Reading Project, the task force demonstration reading teams and the home visiting reading teams. A brief description of these programs will be found in the appendix. The largest amount available for the auditing contract is $75,000.00.

7. Contractors will be required to post a performance bond.

Elements of the Program: Kindergarten-Primary

1. The Kindergarten - Primary program will take place in the following schools:

District 19 - West

Target Area

Chalmers
Lawson
Pope

District 23 - Near South
Target Area

Mollison
Shakespeare

District 24 - North
Target Area

Stewart

The Comparison or Control schools for this program are:

District 11

Oakland

District 23

Felsenthal

District 10

Dvorak

2. Instruction will take place essentially during the last half of kindergarten and the first half of the primary 1 year. As appropriate for each child it is expected that the program selected will teach reading or, if necessary, provide reading readiness work for individual pupils.

3. Special problems may be foreseen in the measurement of achievement of pupils in this program. Both potential Instructional Contractors and Auditing Contractors should carefully specify proposed payment plans. Such plans should include methods for rewarding the Instructional Contractor for those pupils tested in September as "ready to read" at the end of the contract year, and for rewarding the contractor for reading achievement as demonstrated on standardized achievement tests. Safeguards should be built in to prevent the contractor from forcing reading instruction on individual children before such instruction is appropriate based on maturation levels. Consideration may be given to tests of school learning ability (I.Q. tests) in establishing baseline abilities, and consideration may also be given to the use of control groups as a basis for establishing gains.

4. The maximum amount available per student is $223.00

Elements of the Program: Intermediate

1. The Intermediate program will take place in the following schools:

District 13 - Near South
Target Area

Farren

District 14 - Mid South
Target Area

Scott

District 23 - Near South
Target Area

Woodson North
Judd

The comparison or control schools for this program are:

District 13

Beethoven

District 14

Carnegie

District 23

Mollison
Price

2. Instruction will take place with fourth and fifth grade, and in one school, sixth grade pupils.

3. Payment to the Instructional Contractor will be based on standardized achievement test score gains for individual students (75%) and performance on criterion referenced items (25%). During the first week of the instructional contract, pupils in the program will be tested by the auditing contractor using randomly assigned standardized tests and forms for individual students. It is also desired that School Learning Ability (SLA) be taken into account in determining the payment schedule.

A possible scale utilizing both achievement and ability levels is shown in the accompanying table.

All reading test instruments must be valid and reliable for the ability level of each pupil tested and be written at a proper maturity level for the pupil. On the basis of previous records the Auditing Contractor will attempt to determine the proper grade level of test for each student. If the pupil scores within the valid range of the test he will be tested a second time with another standardized test. If the pupil scores outside the valid range of the first test he will be tested twice more with instruments appropriate to his indicated ability level. The average of the vocabulary and comprehension pretest scores for both valid tests given pupils receiving special reading instruction will be part of the basis for payments made to the Instructional Contractor.

Before the third month of each year of performance contract instruction the Auditing Contractor will search all pupil records for the pupils in the program to gather the most recent School Learning Ability (SLA) score for all students in the school. On the basis of the recorded scores for the students receiving special reading instruction, the following action will be taken:

(a) Pupils with SLA scores between 80 and 89 and over 110 will be retested and the new scores will be the SLA values on which the final payment to the Instructional Contractor will be based.

(b) Pupils with SLA scores below 80 will be individually retested and the new scores will be the SLA values on which the final payment will be based.

B-1

SCHEDULE OF PAYMENTS

SCHOOL LEARNING ABILITY (SLA)	Less than .8 yr Gain in Grade equivalant	Reimbursement per Pupil	Between .8 yr and 1 yr gain in grade level equivalant	Reimbursement per pupil	Reimbursement per pupil for 1 yr gain in grade level equivalent	Reimbursement per pupil for each additional month of gain in grade level equivalent	Maximum reimbursement per pupil	Approximate gain in achievement in grade equivalent to obtain maximum payment
Pupils below 80 in SLA	Less than .8 yr	$0.00	.8 yr	$90.00	$120.00	$12.00	$223.00	1.9 yr
Pupils between 80-89 in SLA	Less than .8 yr	$0.00	.9 yr	$90.00	$108.00	$11.00	$223.00	2.1 yr
Pupils between 90-110 in SLA	Less than .8 yr	$0.00	Less than 1 yr	$0.00	$ 90.00	$ 9.00	$223.00	2.5 yr
Pupils over 110 in SLA	Less than .8 yr	$0.00	Less than 1 yr	$0.00	$81.00	$ 8.00	$223.00	2.8 yr

During the tenth month of the instructional year of the performance contract each pupil will be tested on alternate forms of the same tests he took in the initial testing. The difference in grade equivalents between the average of reading vocabulary and comprehension scores for this posttest and the pretest for each student receiving special reading instruction will be the gain score for which payment will be made to the Instructional Contractor. One year after the posttest, third forms of the same tests will be administered to the pupils who received the special reading instruction to determine the permanence of the reading gains and the extent to which the retained 10% of total payment will be paid to the contractor. If possible, citywide test scores may be used for the purpose of determining retention. Retention will be determined on the basis of posttest score plus the average gain of control students during the year following the contract. Retention at that level will qualify the Instructional Contractor to receive the total amount retained for each pupil. On the basis of the retention test, for each pupil tested, for every tenth of a grade level below the desired retention score the Instructional Contractor will forfeit a specified amount, for instance $2.00. This amount should be specified in the proposal.

Timetable

Auditing Proposals due, 12:00 Noon	December 21, 1970
Instructional Proposals due, 12:00 Noon	January 4, 1971
Auditing Contractor Specified,	January 13, 1971
Instructional Contractor(s) Specified,	January 27, 1971
Contracts Approved	February 10, 1971
Instructional Program Starts	March 1, 1971
Instructional Program Ends	February 29, 1972

REQUEST FOR PROPOSAL
INSTRUCTIONAL CONTRACTORS

BOARD OF EDUCATION
CITY OF CHICAGO
228 NORTH LASALLE STREET
CHICAGO, ILLINOIS 60601
TELEPHONE: 641-4141

JAMES F. REDMOND
GENERAL SUPERINTENDENT OF SCHOOLS
TELEPHONE: 641-4400

November, 1970

Dear Sir:

Your institution is invited to submit a proposal in response to the enclosed "Request for Proposals" (RFP) as set forth in the attached statement of work.

The products and services solicited in the statement of work constitute the reading component for the first year of the project "Guaranteed Reading Achievement" described in full within this document.

Proposals will be accepted for the Kindergarten-Primary Instructional Contract and/or the Intermediate Instructional Contract either separately or together.

The contractors will begin teaching about March 1, 1971, and conclude February 29, 1972. The contractors will be required to maximize student performance in the above areas within general time and cost constraints. A modified performance incentive-penalty contract will be utilized. Other cost reimbursement and contractor payment methods may be submitted in addition to the one stipulated above.

The "Guaranteed Reading Achievement" project will consist of contractor operated "Rapid Achievement Centers", for the purpose of reading achievement. The Rapid Achievement Centers will be located in 10 elementary schools within Model Cities Target areas. The participating students will be distributed in the following way:

Location	District	Number of Students as of Sept. 30, 1970
Intermediate		
Farren	13	386
Scott	14	299
Woodson N.	23	303
Judd	23	112
Kindergarten		
Shakespeare	23	84
Lawson	19	153
Mollison	23	100
Chalmers	19	113
Pope	19	110
Stewart	24	137

No specific selection criteria will be applied to participating students other than the above mentioned site locations and grade selections.

A major annual and long range objective of this project is to increase the effectiveness of the reading programs in the counterpart grade levels at the above schools. The evaluation design has been constructed to, (1) determine the cost effectiveness of the instructional system and (2) determine the feasibility of turnkeying the instructional program throughout the Board of Education, City of Chicago.

Approximately $400,000.00 is available for the services of the instructional contractors for reading ($223.00 per student). Each bidder's proposal must include (as a minimum) the following information:

Part A: Operational Plan (to be submitted separately from Part B)

(1) A general statement of the role and responsibilities of and reading group providing services to a school system.
(2) The technical approach to be used in performing the statement of work.
(3) The organization and management of the project.
(4) Project manning specifications.
(5) Level of corporate commitment and background.
(6) A PERT network incorporating the various milestones outlined in this RFP.

Part B: Costing information (to be submitted separately from Part A)

The following budget format is to be followed exactly. If items need further elaboration or explanation utilize a footnote.

1. Personnel costs

   a. Professional
   b. Research Assistants
   c. Administrative
   d. Staff support (secretaries, etc.)

2. Consultants

3. Travel and per diem costs

4. Equipment and supplies (books, tests, desks, etc.) Items to be specified under the categories:

   a. Consummable
   b. Non-consummable

5. Services purchased (computer time, telephone, etc.)

6. Indirect costs. Indicate: per cent, as well as total; as well as total line items contributing to indirect cost figure; and special considerations, if any, for Chicago Public School District and facilities provided.

7 Fee. Indicate per cent and total amount.

8. Total.

9. Suggested payment schedule with rationale for same.

Additional Costing information which is necessary for a data management system is discussed in the proposal format section.

The contract award will be made to the institution whose proposal is most advantageous to the Board of Education, City of Chicago. The Board of Education, City of Chicago reserves the right to reject any and/or all proposals and at any time after the closing date for proposal submission to conduct negotiations to the extent it deems appropriate. If funding levels are altered, the Board of Education, City of Chicago reserves the right to negotiate for modified services and/or to reopen the bidding process. The proposals should be submitted on the most competitive basis with regard to the nature of the RFP, the capabilities of the bidder and the conditions inherent in the approach and cost. Once the contractor submits the bid, only the Board of Education, City of Chicago can initiate negotiations.

Ten (10) copies of the proposal and ten (10) copies of the costing information should be received by the Board of Education, City of Chicago, Attn: Secretary of the Board, Room 810, 228 North LaSalle Street, Chicago, Illinois 60601, no later than 12:00 noon Central Time, January 4, 1971. The envelope containing the proposal must be clearly marked "GUARANTEED READING ACHIEVEMENT INSTRUCTIONAL PROPOSAL". The expiration date for completing the performance of this contract will not be later than February 29, 1972.

Technical questions that pertain to the substance of this RFP as well as contractual questions should be referred to either Jack Stenner (214) 942-8651 or James Carpenter, 228 North LaSalle Street, Chicago, Illinois, 60601 (312) 641-4580.

This letter and the attachments should not be construed as a contract or commitment on the part of the Board of Education, City of Chicago.

Sincerely,

James F. Redmond

James F. Redmond
General Superintendent of Schools

STATEMENT OF WORK: READING

A. General Conditions

Only those bidders'proposals which meet the following general conditions will be considered for review:

1. In his response, the contractor must accept the fixed time and the cost constraints imposed by the Board of Education, City of Chicago the performance criterion of maximizing student learning as the general basis of contractor payment.

2. The instructional and/or learning system to be utilized by the contractor(s) must meet the following conditions:

    a. That the operating costs decrease over volume or through other economies of scale limited by the prescribed size of this project during the period of performance of the contract.

    b. That the contractor's learning system, as demonstrated during the calendar year 1971, be guaranteed by the contractor to achieve a cost-effectiveness level of at least 50% upon incorporation and adoption by the Board of Education, City of Chicago at the counterpart grade levels, subjects and schools during the calendar year 1972.

    c. That the constractor's instructional learning system must be tailored to the individual needs of the target population.

    d. That the contractor must be willing to utilize to the greatest extent possible the existing capabilities and resources within the Board of Education, City of Chicago, building upon the results and findings of recently conducted projects, studies, etc.

    e. That the contractor must be willing to negotiate an incentive contract after validation of the first-year achievement results and costs, both interim and final, to insure that the learning systems which could be utilized during the second and subsequent year of the project are the most cost-effective possible.

    f. That the contractor must be willing to have all testing that is not intendend for only diagnostic purposes conducted or supervised by the Project Management Office or by the Education Auditor.

g. That the contractor must show evidence that his program and approach can be installed in counterpart grade levels within the relevant school system without creating inordinate political and social problems within the community. The contractor will be required at prescribed periods to make available to the Project Director or his representatives the data and assistance necessary to facilitate implementation and analysis of the program.

h. That the contractor must be willing to report actual start-up and operating costs to the Project Director in accordance with the forms and procedures prepared by him.

B. Project Parameters

1. The general goals of this multi-year project are basically threefold:

   a. To increase reading achievement students.

   b. To increase the cost-effectiveness of instruction in reading and directly related programs throughout the relevant counterpart grade levels and target populations within the ten target schools.

   c. To provide the participating Chicago teachers with a preservice and inservice learning experience in the use of the contractor's instructional system, thus insuring a successful turnkey phase.

2. Time Constraints

   The project will be operational by March 1, 1971, and will terminate on or about February 29, 1972. The contractors program will follow the district calendar which allows for approximately 180 days of instruction.

   Each participating student will be scheduled for one hour a day in the contractors program for a maximum of 180 days.

3. Cost Constraints

   A total of $400,000.00 will be available for the instructional component of this project. In no instance can the contractors receive more than the above stipulated amount.

A maximum amount of $223.00 will be available for each of 1,800 students.

Ten percent (10%) of the project budget or 40,000.00 will be retained by the district pending performance of target students on a retention test which will be administered five to eight months after the post test.

The contractor will be required to purchase a performance bond equal to the projected risk of the project as determined solely by the Board of Education, City of Chicago.

4. Measurement

Realizing the inadequacy of standardized instruments as the sole basis for contractor payment the Board of Education, City of Chicago will utilize a combination of criterion referenced tests and standardized tests to determine reading achievement gain as a basis for payment. Following are the conditions for testing:

a. Each contractor will be required to stipulate interim and final performance objectives, and the level of individual student achievement he guarantees.

b. The Auditing Contractor will select four nationally normed, commercially available standardized reading tests. All four tests must report out in grade level equivalencies.

c. The Board of Education or its designee will then select one or any combination of the four instruments submitted by the Auditing Contractor. These instruments will be used for pre and post testing of program students. The Instructional Contractor must agree to operate without knowledge of the particular instruments or forms being used.

d. The Instructional Contractor must submit to the Project Director an item pool for each interim performance objective submitted. This item pool must contain as a minimum three (3) items for each objective. The Project Director retains the right to require contractor to make additions or modifications to the item pool and/or objectives submitted.

C. Costing Information

The objective of this project is to maximize reading achievement. The Instructional Contractor is required to submit an incentive-penalty reimbursement formula, but he may submit an alternative in addition to the one required. The following specifications must be met in each proposal submitted.

1. The estimated actual costs are to be reported.
2. In no event will the contractors receive more than $400,000.00, which calculates to a maximum of $223.00.
3. The testing schedule will follow the Chicago calendar. Interim tests will be administered approximately every six (6) weeks. (See calendar in Appendix.)
4. During the first year no equipment will be purchased by the Board of Education, City of Chicago.
5. Guarantees, costs, fees, incentives and penalties to Instructional Contractors must be stated per individual student.

The following reporting format must be utilized by the Instructional Contractor in his proposal. However, it is acceptable for a contractor to submit a supplemental cost reporting format. Contractor will indicate amount of reimbursement at each of the intersections below in terms of dollars per individual student. Complete all intersections.

	% of criterion referenced items answered correctly			
Grade level increase on standardized instrument	0 - 25%	26 - 50%	51 - 75%	76 - 100%
0				
.1				
.2				
.3				
.4				
.5				
.6				
.7				
.8				
.9				
1.0				
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				
1.7				
1.8				
1.9				
2.0				
2.1 - 2.5				
2.6 - 3.0				
3.1 - 3.5				
3.6 - 4.0				
4.1 - 4.5				
4.6 - 5.0				

D. Special

In his proposal, the bidder will indicate agreement to the following provisions and/or conditions or stipulate reasons to the contrary with supporting rationale and justification.

1. Use of local personnel.

   a. In accordance with Board and Model Cities policies, all paraprofessionals and non-professionals utilized by the contractor, must be from the Model Neighborhood surrounding the specific sites. Salary scales will be commensurate with local pay scales.

   b. To the extent that the Instructional Contractor intends to employ part time employees, the contractor should consider the possibility of utilizing Chicago Board of Education personnel. Other qualifications being equal, preference must be given to Target Area Residents.

2. Use of Board of Education, City of Chicago. The contractor shall be required to make maximum use of Chicago Board of Education facilities and equipment resources located at the school sites.

3. Liability for attendance. The Board of Education, City of Chicago will be responsible for insuring that any student enrolled in school for that particular day will attend the Reading classes operated by the contractor. It will be the responsibility of the Board of Education, City of Chicago to insure that all students attend school and hence contractor classes to the greatest extent possible.

4. Liability and compensation for dropouts.

   a. Definitions: A student will not be considered a dropout form the project if he or she leaves for the following reasons. He or she:

      (1.) Transfers to any school other than the ten in the Project.

      (2.) Is physically or mentally incapacitated to such an extent that he or she is not able to participate in the Project and attend school.

   b. Compensation: If the student leaves the Project for cause, defined in 4 a. 1 and 2, the contractor will receive cost-reimbursement based upon a linear proration of costs up to the time of the student's departure. The contractor's fee-reimbursement for the student's final performance and his or her performance on any interim performance objectives that have not been tested will be based on a proration of the mean gain of the student's class, up to the time of the students' departure.

5. Copyrights and Patents. Although this project is not developmental in nature, it is anticipated that the contractor may wish to develop instructional programs, materials, and measurement instruments during the Project. The prespective Instructional Contractor should specify his desires and/or intentions regarding the sale, publication, and copyrights to any or all materials and residuals tha are the direct or indirect result of this contract.

6. Liability and Insurance. The contractor will be required to abide by all Board of Education, City of Chicago laws as well as those laws of the State of Illinois, School Code, and the agreement between the Chicago Board of Education and the Chicago Teachers Union, regarding the operation of this Project.

7. Performance Bond. The Instructional Contractor will be required to purchase a performance bond equal to the projected risk of the project as determined solely by the Board of Education, City of Chicago.

8. Non-Discrimination by the Contractor. The contractor should specify his agreement to fulfill the legal and social intent of all applicable non-discrimination statues.

9. Purchase and disposition of equipment. The Board of Education, City of Chicago will not purchase outright the equipment to be used for instructional purposes during the first year of the Project. The contractor will be responsible for purchasing, assembling, installing, and maintaining all equipment which will be utilized during the first year's operation. Where advantageous in terms of cost and time, the contractor may utilize the purchasing services of the school system and reimburse the school system for actual cost and the carrying charges involved. The contractor agrees to enter into a future contract with Board of Education, City of Chicago for any equipment over which the contractor has pricing authority. The Board of Education, City of Chicago will have the option to exercise its rights under this contract at any time prior to August 1, 1975.

REQUEST FOR PROPOSAL

AUDITING CONTRACTOR

BOARD OF EDUCATION
CITY OF CHICAGO
228 NORTH LASALLE STREET
CHICAGO, ILLINOIS 60601
TELEPHONE 641-4141
JAMES F. REDMOND
GENERAL SUPERINTENDENT OF SCHOOLS

EVELYN F. CARLSON
ASSOCIATE SUPERINTENDENT
TELEPHONE 641-4491

November , 1970

Dear Sir:

Your institution is invited to submit a proposal in response to the enclosed "Request for Proposals" (RFP) as set forth in the attached statement of work.

The products and services solicited in the statement of work constitute the auditing component for the first year of the project "Guaranteed Reading Achievement" described in full within this document.

Payment will be in the form of a fixed payment formula. Other reimbursement and contractor payment methods will considered but they must be submitted as an alternative and in addition to the above mentioned formula.

The "Guaranteed Reading Achievement" project will consist of contractor operated "Rapid Achievement Centers", for the purpose of reading achievement. The Rapid Achievement Centers will be located in 10 elementary schools within the Four Model Cities Target Areas. The participating students will be distributed in the following way:

Location	District	Number of Students as of Sept. 30, 1970
Intermediate		
Farren	12	386
Scott	14	299
Woodson N.	23	303
Judd	23	112
Kindergarten		
Shakespear	23	84
Lawson	19	153
Mollison	23	100
Chalmers	19	113
Pope	19	110
Stewart	24	137

No specific selection criteria will be applied to participating students other than the above mentioned site locations and grade selections.

A major annual and long range objective of this project is to increase the effectiveness of the reading programs in the counterpart grade levels at the above schools. The evaluation design has been constructed to, (1) determine the cost effectiveness of the instructional system and (2) determine the feasibility of turnkeying the instructional program throughout the Chicago Public Schools System.

Approximately $75,000.00 is available for the services of the educational auditor. Each bidders proposal must include (as a minimum) the following information:

Part A: Operational Plan (to be submitted separately from Part B)

(1) A general statement of the role and responsibilities of an auditing group providing services to a school system.

(2) The technical approach to be used in performing the statement of work.

(3) The organization and management of the project.

(4) Project manning specifications.

(5) Level of corporate commitment and background.

(6) A Planning, Evaluation, Review Technique (PERT) network incorporating the various milestones outlined in this RFP.

Part B: Costing information (to be submitted separately from Part A)

The following budget format is to be followed exactly. If items need further elaboration or explanation utilize a footnote.

1. Personnel costs
    a. Professional
    b. Research Assistants
    c. Administrative
    d. Staff support (secretaries, etc.)

2. Consultants

3. Travel and per diem costs

4. Equipment and supplied (books, tests, desks, etc.)
    Items to be specified under the categories:
    a. Consummable
    b. Non-consummable

5. Services purchased (computer time, telephone, etc.)

6. Indirect costs. Indicate: per cent, as well as total;

line items contributing to indirect cost figure; and special considerations, if any, for Chicago Public School District and facilities provided.

7. Fee. Indicate per cent and total amount.

8. Total.

9. Suggested payment schedule with rationale for same.

The contract award will be made to the institution whose proposal is most advantageous to the Board of Education, City of Chicago. The Board of Education, City of Chicago reserves the right to reject all proposals and at any time after the closing date for proposal submission conduct negotiations to the extent it deems appropriate. If funding levels are altered, the Board of Education, City of Chicago reserves the right to negotiate for modified services and/or reopen the bidding process. The proposals should be submitted on the most competitive basis with regard to the nature of the RFP, the capabilities of the bidder and the conditions inherent in the approach and cost. Once the contractor submits the bid, only the Board of Education, City of Chicago can initiate negotiations.

Ten (10) copies of the proposal and ten (10) copies of the costing information should be received by the Board of Education, City of Chicago, Attn: Secretary of the Board, Room 810, 228 North LaSalle Street, Chicago, Illinois 60601, no later than 12:00 noon Central Time, December 21, 1970. The envelope containing the proposal must be clearly marked "GUARANTEED READING ACHIEVEMENT AUDITING PROPOSAL." The expiration date for completing the performance of this contract will not be later than February 29, 1972.

Technical questions that pertain to the substance of this RFP as well as contractual questions should be referred to either Jack Stenner (214) 942-8651 or James Carpenter, 228 North LaSalle Street, Chicago, Illinois, 60601 (312) 641-4580.

Sincerely,

General Superintendent of Schools

STATEMENT OF WORK
EDUCATION AUDITOR

A. General Conditions

1. The contractor shall have on site a full-time professional employee or at the least a local and/or regional staff professional consultant who has committed one half of his total time to this Project; or can make available on site, on a four-hour notice during working hours, an individual assigned to the Project to provide specified service on request from the Project Director.

2. The contractor shall indicate a thorough understanding of the Project and its intent. He shall become extremely knowledgeable with every document of record prepared during the planning; demonstrate a knowledge of the historical development of the Project, the personal relationships developed during the planning effort, the organizational structure, and the relationships within and external to the Chicago Board of Education, City of Chicago which are related directly or indirectly to the Project. The contractor shall meet with the key individuals involved in the planning (past and present) as well as the implementation of the Project. He shall meet with the contractor selected for operating the major components and indicate a thorough knowledge and understanding of the latter's proposed approach. The contractor shall record discussions with appropriate school officials to be reviewed by the Project Director and will form an evaluation of the adequacy of the contractors' knowledge and understanding.

3. The contractor shall state in writing any conflict of interest which might exist if selected to provide the requested services. Upon proper cause, the contractors must respond to questions raised by any of the parties concerned, including the contractor(s) operating the instructional training components.

B. Specific Tasks: Education Audit Group

The Education Audit Group will serve in a staff capacity to the Project Director's Office during the first year of the Guaranteed Reading Achievement Project.

The Education Audit Group will advise, and provide technical assistance to, the Project Director in the general areas of process, product and management evaluation as applied to the Guaranteed Reading Achievement Project. In the fulfillment of these duties, the Education Audit Group will be required to perform the following services.

1. To review, modify and certify the Project's goals and evaluation design. The Auditor will examine the design, the proposed instruments, the data collection procedures, the statistical treatments, and the Project's goals and objectives. He will make recommendations as to the internal logic of the design, the validity and reliability of the instruments, and the administrative feasibility of the total evaluation process. He will assist the Project Director in making recommended changes and will certify the final product.

2. To advise the Board of Education, City of Chicago during contract negotiations with the contractors who are offering instructional goods and services which will be utilized in the Project. Such advice will pertain to the merits and weaknesses of each bidders' program(s), interim and final objectives, method of performance, measurement, instrumentation and cost-reimbursement proposals.

3. To review, and monitor the Board of Education, City of Chicago's proposal evaluation process.
The Auditor will establish criteria that expands upon, but does not basically change, the criteria and weighings stipulated in the request for proposals provided potential bidders. The objectives of the Auditor's proposal evaluation process will facilitate neutrality, objectivity and ease in the review.

4. To develop an audit design. The Auditor will submit for the Project Director's approval an audit design for year one of the Project. The design proposal, with supporting documentation, instrumentation, and rationale, will be directed at the assessment of management procedures and instructional processes and products. The audit design will specify:

    a. Information requirements by appropriate levels of Board of Education, City of Chicago personnel with suggested formats to be used in performing the audit.

    b. Documentation requirements and procedures for program modifications of operational and/or service contracts, including decision criteria and validation of same.

    c. Man-power requirements for implementation, by activity, by level of expertise; and by direct and indirect resources necessary for completion.

To implement the audit design. The Auditor will be responsible for instrument development and validation, determining and certifying testing conditions, statistical analysis of the data, formulations of conclusions and recommendations for further action based upon such conclusions, and presentation to the appropriate decision makers. Sub-tasks to be completed as specified in audit design.

5. To supervise and certify all measurements, tests, and other assessments upon which Instructional Contractor payment is based. The Auditing Contractor will ensure that the testing conditions are comparable, that the instruments and their component parts are confidential, and that Instructional Contractor payment is based solely upon their results, both in the interim performance and the final product assessment.

C. Other Tasks and Conditions

1. The Auditing Contractor's proposal shall not constrain the Board of Education, City of Chicago in determining the School District's role in research and evaluation.

2. The Auditing Contractor will recommend to the Board of Education, City of Chicago conditions and procedures for the administration of all tests. This includes standardized achievement tests and tests of interim objectives.

3. The Auditing Contractor will be responsible for pre and post testing including test materials and test administrators.

4. The Auditing Contractor will recommend to Board of Education, City of Chicago the pre-and post-tests to be used in determining payment to the Instructional Contractors -- including any necessary rules and procedures for assigning particular levels to individual students. Auditing Contractor will then provide a list of the test levels to be administered to individual students for experimental and control groups.

5. If Instructional Contractor requests retesting of any individual or groups, Auditing Contractor will review circumstances and make recommendations to the Board of Education, City of Chicago. These recommendations must be made within two school days of the request.

6. The Auditing Contractor will review interim test items submitted by the Instructional Contractor for their adequacy and appropriateness in measuring the stated objectives at the prescribed level of difficulty, and recommend to the Board of Education, City of Chicago what additional items, if any, are required. This task shall be completed no later than five work days after receiving the interim test items.

7. When an acceptable pool of interim test items is available Auditing Contractor will, after using what it considers appropriate sampling techniques, designate those items to be included in each interim test. The Auditing Contractor will be responsible for compiling these items and constructing the interim tests. These interim tests must be available to the Board of Education, City of Chicago at least five days prior to the dates specified for the interim tests.

8. The Auditing Contractor will with its own staff members spot check administrations of interim tests to determine to its satisfaction that the required conditions are being met. The Board of Education, City of Chicago will furnish the Auditing Contractor, at least one week in advance, a schedule of each test administration.

9. All tests will be scored by the Auditing Contractor and results reported to the Board of Education, City of Chicago within fifteen days of test date.

10. Auditing Contractor will review curricular and instructional materials to be used by Instructional Contractor and will periodically observe actual instructional sessions to determine to its satisfaction that test items to be used as a basis for payment are not being included in instruction and that there is no "teaching to the test." Evidence of such will be immediately reported to the Board of Education, City of Chicago.

11. The Board of Education, City of Chicago shall make available to Auditing Contractor and shall require Instructional Contractors to make available all such records as required for Auditing Contractor to carry out his obligations under this contract.

12. Auditing Contractor agrees to provide all professional services. The Board of Education, City of Chicago will provide office space.

13. The Auditing Contractor will be responsible for keeping accurate records of the SLA and reading test scores, by vocabulary and comprehension subtests, for all pupils in the program schools. The records will be open to review by the contractor and the Board of Education, until the conclusion of the contract at which time all records will become property of the Board of Education.

14. The Auditing Contractor will be required to purchase a performance bond equal to the projected risk of the project as determined solely by the Board of Education, City of Chicago.

POPULATION SELECTION
AND CHARACTERISTICS
(DESCRIPTION OF SCHOOLS)

Ia. INTERMEDIATE
GUARANTEED READING ACHIEVEMENT SCHOOLS

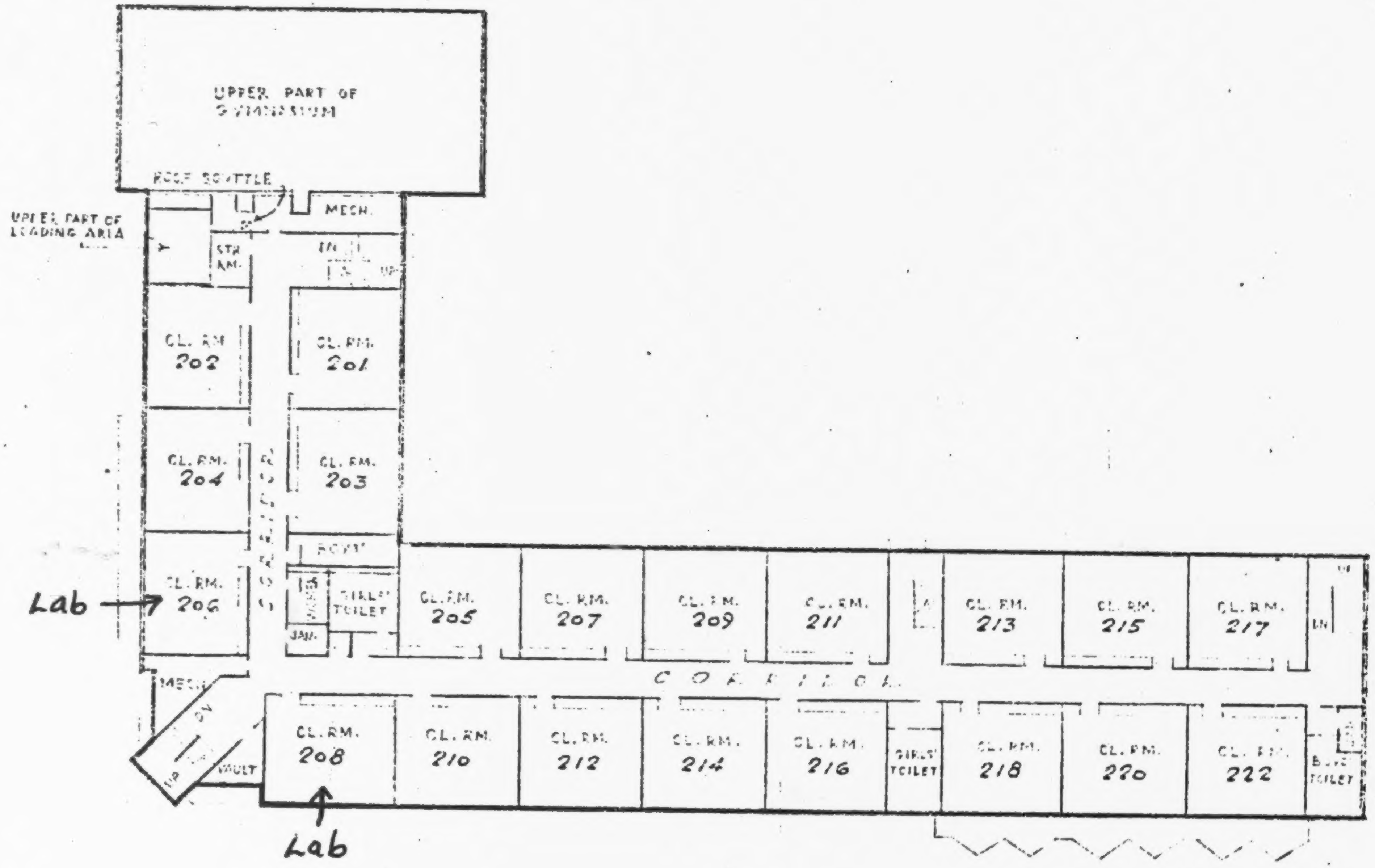
John Farren School
5055 South State Street
Chicago, Illinois 60609
624-5680
District 13
Dr. William Rohan, District Superintendent
538-1812

In 1960 a modern John Farren School was built at the corner of State Street and Fifty-first Street. The floor area of this school is 60,472 square feet, has a capacity for 1,225 pupils and cost $1,060,000.00. The architects were Friedman, Alschuler and Sincere.

In this modern school there are twenty-nine classrooms (gr.3-6), two E.M.H. rooms, one kindergarten, a library, a gymnasium - assembly hall, a combination lunchroom - playroom and an administrative suite. The John Farren School of today is this new building of 1960 plus fourteen unit classrooms housed in the Robert Taylor Homes.

Rooms 206 and 208

Area:	768 sq. ft.
Dimensions:	24 ft. width - 32 ft. length
Number of outlets:	2
Type of wiring:	110
Security:	Good... Install steel door and guards (wire) on 4 transom-like windows.
Project use:	4th Grade classroom


UPPER PART OF
GYMNASIUM
ROOF SCUTTLE
MECH.
UPPER PART OF
LOADING AREA
STR. RM.
DN
UP
CL. RM. 202
CL. RM. 201
CL. RM. 204
CL. RM. 203
CL. RM. 206
Lab
BOYS'
GIRLS' TOILET
JAN.
CL. RM. 205
CL. RM. 207
CL. RM. 209
CL. RM. 211
CL. RM. 213
CL. RM. 215
CL. RM. 217
DN
CORRIDOR
MECH.
DN
UP
VAULT
CL. RM. 208
Lab
CL. RM. 210
CL. RM. 212
CL. RM. 214
CL. RM. 216
GIRLS' TOILET
CL. RM. 218
CL. RM. 220
CL. RM. 222
BOYS' TOILET

SECOND FLOOR PLAN

SCALE 1"=40'-0"

JOHN FARREN
ELEMENTARY SCHOOL
5055 SOUTH STATE STREET

7-1-66 VAF/ANS

Walter Scott School
6435 South Blackstone Avenue
Chicago, Illinois 60637
643-7434 - Paul Redlich, Principal
District 14
Dr. Donald J. Blyth, District Superintendent
955-2010

The original building was erected in 1896. A large addition was built in 1918, and a smaller one in 1939. In 1962 nine mobile units were added to Scott (now the Scott Branch) and located in Jackson Park, one and one half walking blocks distance from the Main Building. In 1966 six more mobiles were added to Scott and placed on a site across the street and slightly north of the Main Building.

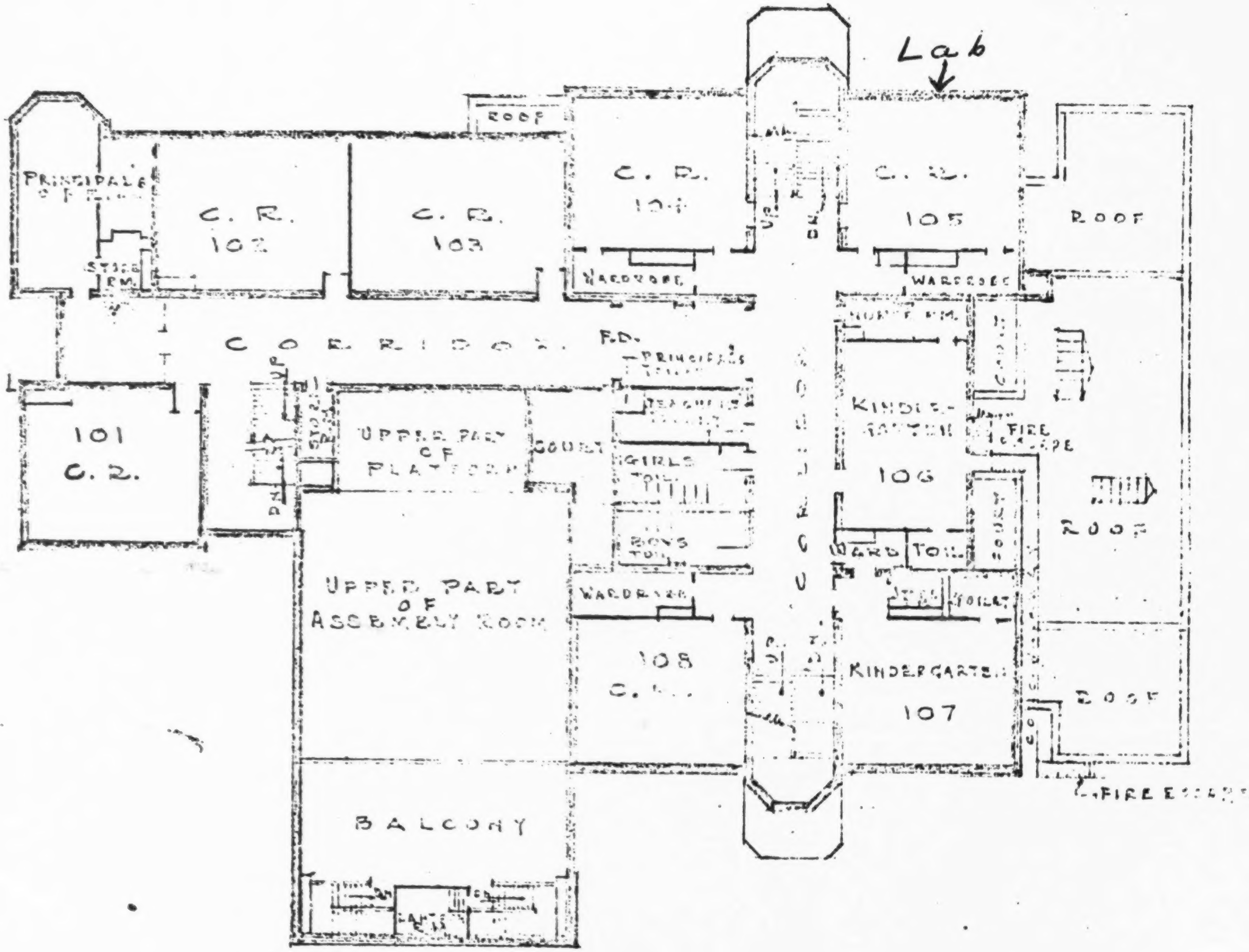
Scott's student membership has stabilized around 1000. Beginning in 1953 the membership began to sharply increase as the Woodlawn Community went through a transition of changing from a white to an all black neighborhood.

In September, 1967, Scott, which had been a Kg. -8 grade school, now became a Kg.-6 school. Also, from that date the membership has steadily declined as more and more of the buildings in the attendance area were burned and/or demolished. This year Scott has been again designated as a Kg.-8 School with 7th grade being phased in this year and 8th grade next September.

Only four pupils are non-blacks. Although the school is listed as the 39th in the system in order of rank of poverty for determining ESEA Eligibility, with a poverty per cent of 49.2, at present 85.6% are participating in the Free Lunch program.

The classrooms selected for the performance contract rooms are Room 104 in the Main Building and Unit 015 in the Harper Units. Since the project will be serving 300 4th and 5th grade pupils, these rooms have been selected primarily on the basis of close proximity to the pupils utilizing this program. The usable area of Room 104 is approximately 865 sq. ft. Unit 15 is a standard size mobile classroom. Room 104 has two outlets. The electrical load of the Main Building is 1200 amps and is wired for both 110 and 220 V. (Room 104 has only 110 V but the classroom directly below has wiring for both voltages.) The mobile classroom is equipped with both 110 and 220 V. and has a load capacity of 120 amps gross with approximately 90 net when air conditioning is in operation.

All mobiles and the Main Building are locked at the close of the school each day. The door to Room 105 is wood with glass panels. Security doors and window guards are needed. During the day a Security Officer is on duty (primarily in the Main Building) usually from 10:00 a.m. to 2:00 p.m. A Night Watchman is assigned to Scott. However, no watchman is on duty daily between the hours of 3:15 and 6:00 p.m. and also not on duty between the hours of midnight and 12 noon Saturday and Sundays. During the 1969-70 School year Scott had approximately seven break-ins.


Lab
PRINCIPAL'S OFFICE
STOCK RM.
C. R. 102
C. R. 103
ROOF
C. R. 104
WARDROBE
C. R. 105
WARDROBE
ROOF
CORRIDOR
UP
DN
PRINCIPAL'S TOILET
TEACHERS' TOILET
GIRLS TOIL.
BOYS TOIL.
COURT
101 C. R.
STOR.
UPPER PART OF PLATFORM
UPPER PART OF ASSEMBLY ROOM
BALCONY
WARDROBE
108 C. R.
NURSE RM.
KINDERGARTEN 106
FIRE ESCAPE
WARD.
TOIL.
TOILET
ROOF
KINDERGARTEN 107
ROOF
FIRE ESCAPE

FIRST FLOOR PLAN

SCALE 1"=30'-0"

WALTER SCOTT SCHOOL

(6435 SO. BLACKSTONE AVE.)

BOARD OF EDUCATION

Carter G. Woodson School, North
4414 South Evans Avenue
Chicago, Illinois 60653
548-6410 - Leroy R. Hamen, Principal
District 23
McNair Grant, District Superintendent
624-1100

The Carter G. Woodson North School was built in 1965. The Woodson North Community is 100% black.

The classroom selected for the "Guaranteed Reading Achievement" Project is room 207. All classrooms at the Woodson North Elementary School are octoagonal shape.

Data concerning the room to be used for the Reading Project

Room - 207

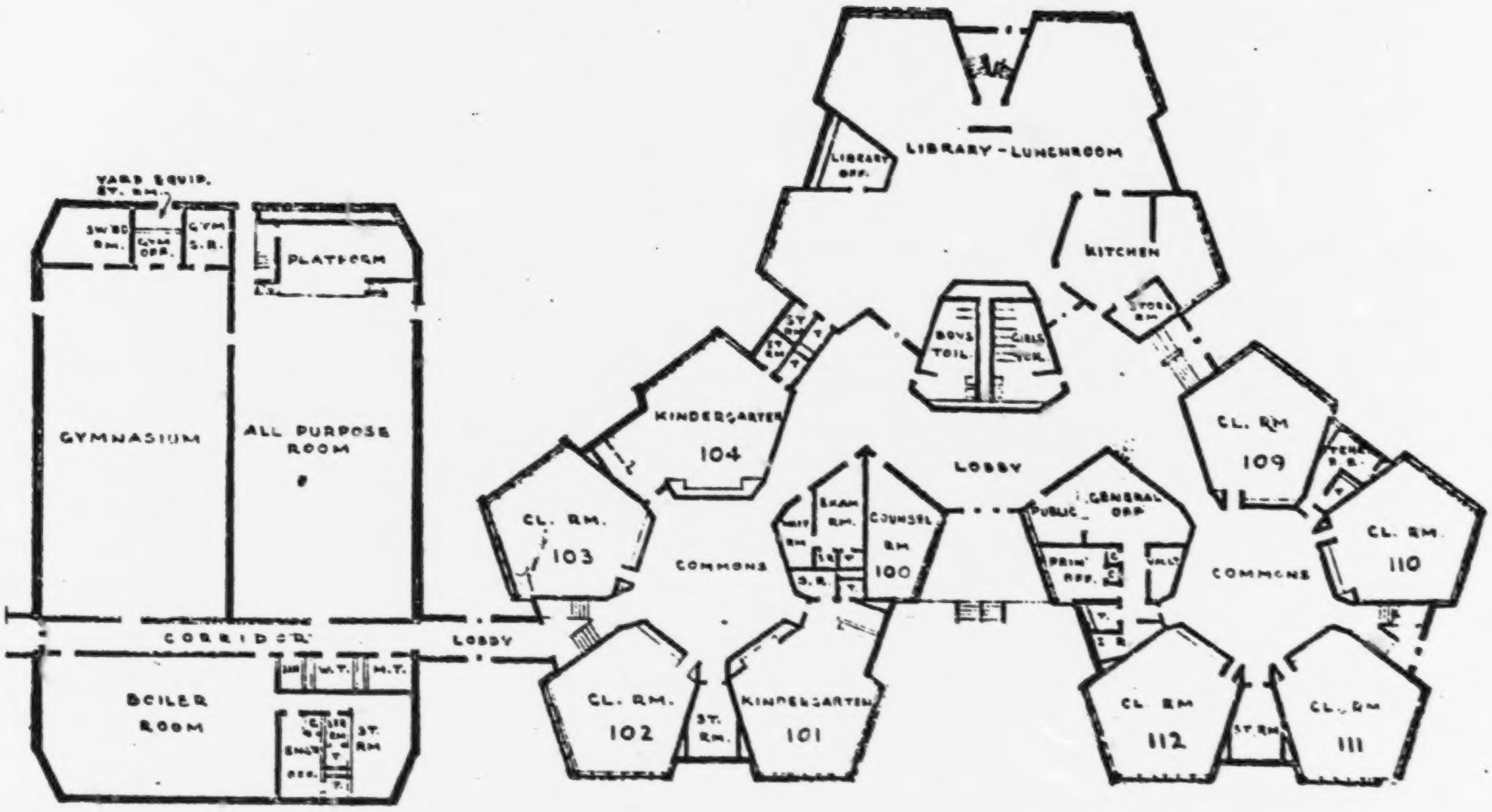
Number of electrical outlets - 2

Maximum electrical load per outlet - 220V

Size of the room - 850-900 sq. ft.

Security measures for the room and school:

There are locks on all doors and cabinets within the school.

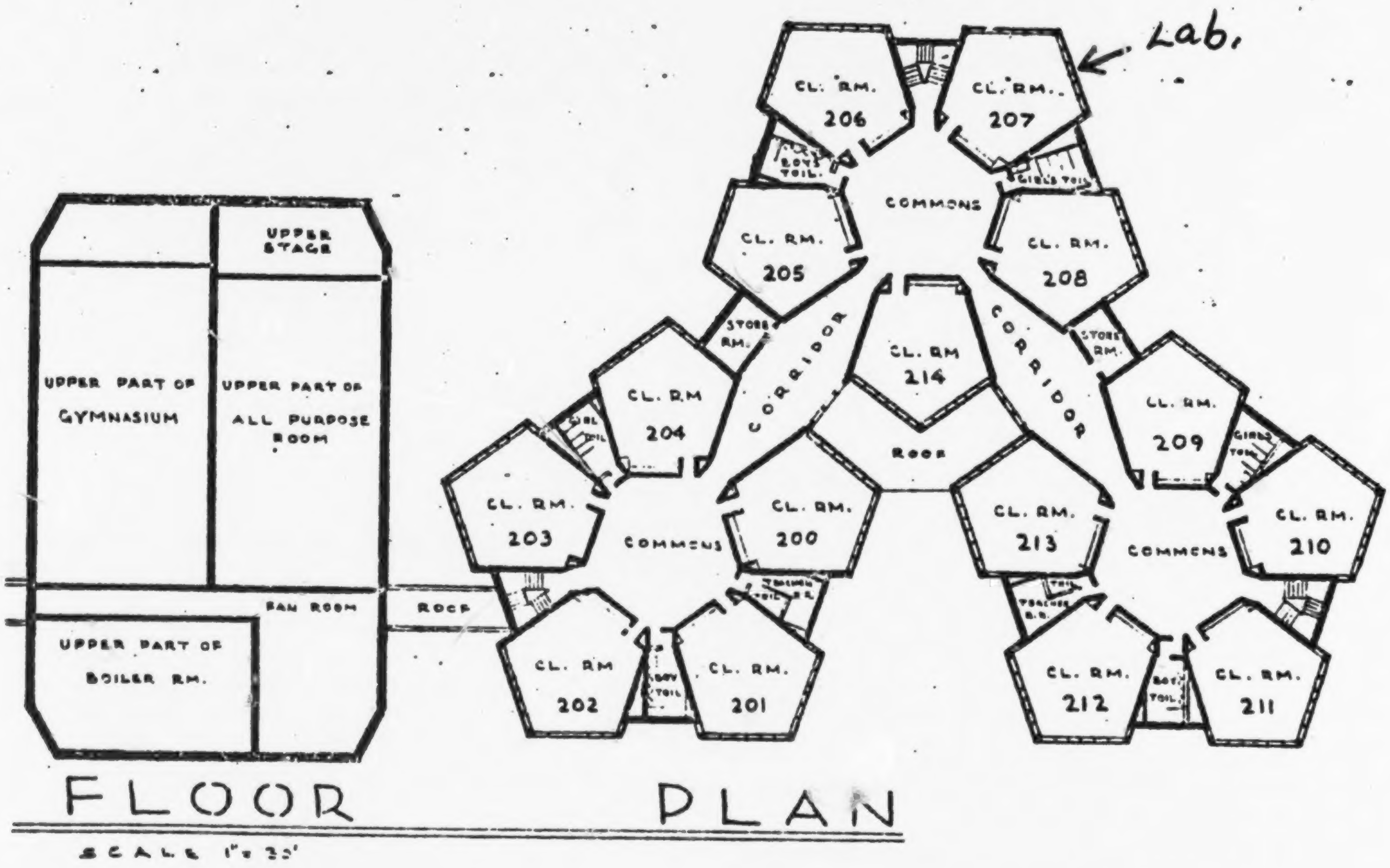

YARD EQUIP. ST. RM.
SWBD RM.
GYM OFF.
GYM S.R.
PLATFORM
GYMNASIUM
ALL PURPOSE ROOM
CORRIDOR
LOBBY
BOILER ROOM
W.T.
M.T.
ST. RM
LIBRARY OFF.
LIBRARY-LUNCHROOM
KITCHEN
STORE RM.
BOYS TOIL.
GIRLS TOIL.
ST. RM.
KINDERGARTEN
104
LOBBY
CL. RM.
103
COMMONS
EXAM RM.
COUNSEL RM
100
S.R.
PUBLIC
GENERAL OFF.
PRIN. OFF.
VAULT
CL. RM
109
CL. RM.
110
COMMONS
CL. RM.
102
ST. RM.
KINDERGARTEN
101
CL. RM
112
ST. RM
CL. RM
111

FLOOR PLAN

SCALE 1" = 30'

CLASS : SCHOOL
CONSTR : FIRE RESISTIVE
STORIES : 3
HEIGHT : 32'-1⅞

CARTER G. WOODSON, NORTH
ELEMENTARY SCHOOL
4414 S. Evans Avenue


CL. RM.
206
CL. RM.
207
BOYS TOIL.
GIRLS TOIL.
COMMONS
CL. RM.
205
CL. RM.
208
STORE RM.
CORRIDOR
CL. RM
214
CORRIDOR
STORE RM.
UPPER STAGE
UPPER PART OF GYMNASIUM
UPPER PART OF ALL PURPOSE ROOM
CL. RM
204
GIRLS TOIL.
ROOF
CL. RM.
209
GIRLS TOIL.
CL. RM.
203
COMMONS
CL. RM.
200
CL. RM.
213
COMMONS
CL. RM.
210
FAN ROOM
ROOF
UPPER PART OF BOILER RM.
TEACHER S.R.
CL. RM
202
BOY TOIL.
CL. RM.
201
CL. RM.
212
BOY TOIL.
CL. RM.
211

Lab.

FLOOR PLAN

SCALE 1" = 30'

CARTER G. WOODSON, NORTH
ELEMENTARY SCHOOL
4414 S. Evans Avenue

Charles H. Judd School
4434 South Lake Park Avenue
Chicago, Illinois 60653
548-4885 - Alvin Miller, Principal
District 23
McNair Grant, District Superintendent
624-1100

The Charles H. Judd School was built in 1959. The Judd community is 100% black.

The classroom selected for the "Guaranteed Reading Achievement" Project is room 212.

Data concerning the room to be used for the Reading Project

Room - 212

Number of electrical outlets - 2

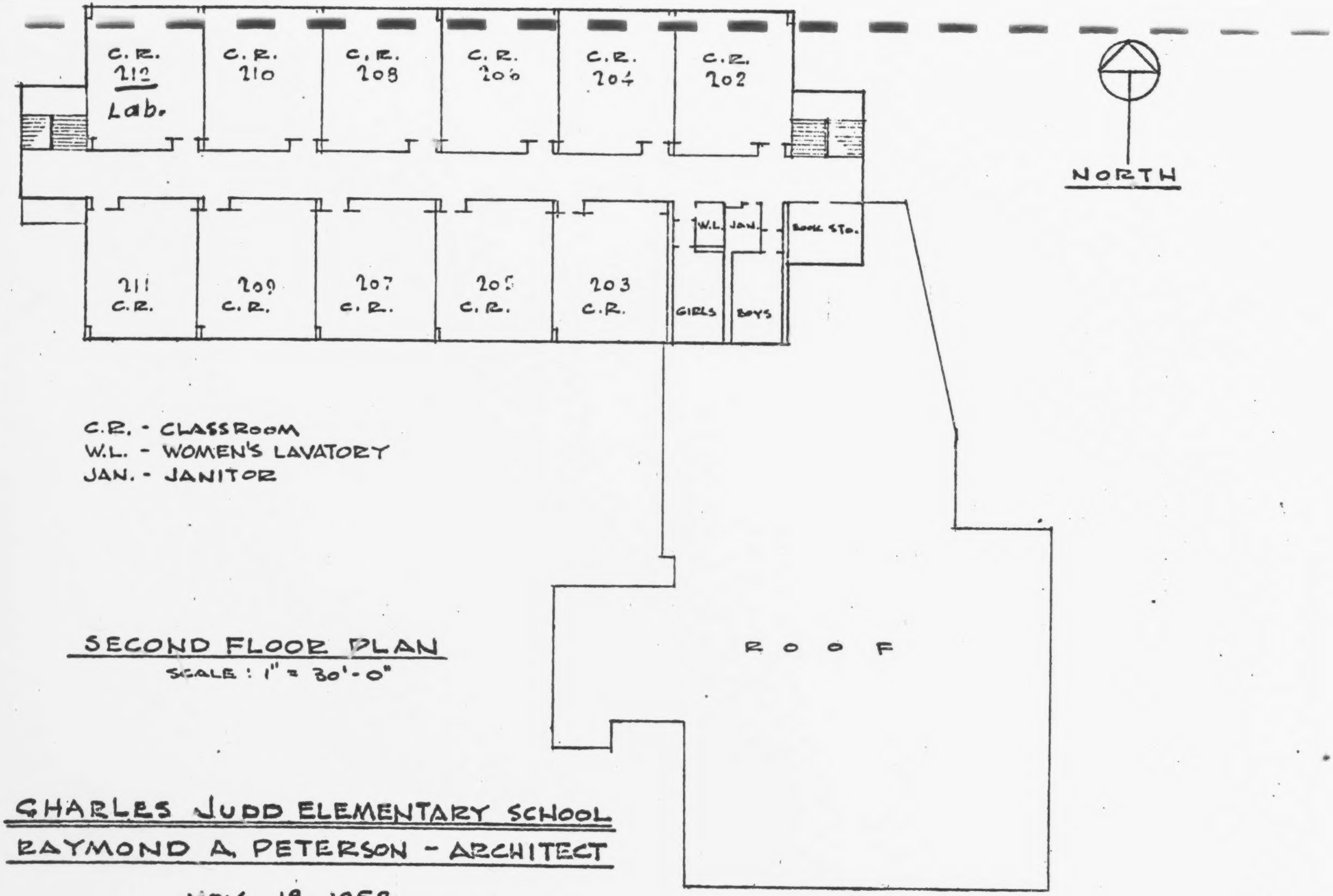
Maximum electrical load per outlet - 220V

Size of the room - 850-900 sq. ft.

Security measures for the room and school:

There are locks on all doors and cabinets within the school.

There are one to two "break-ins" per year at the Judd Elementary School.


C.R.
212
Lab.
C.R.
210
C.R.
208
C.R.
206
C.R.
204
C.R.
202
NORTH
211
C.R.
209
C.R.
207
C.R.
205
C.R.
203
C.R.
W.L.
JAN.
BOOK STO.
GIRLS
BOYS
ROOF

C.R. - CLASSROOM
W.L. - WOMEN'S LAVATORY
JAN. - JANITOR

SECOND FLOOR PLAN
SCALE : 1" = 30'-0"

CHARLES JUDD ELEMENTARY SCHOOL
RAYMOND A. PETERSON - ARCHITECT

NOV. 19, 1958

Ib. KINDERGARTEN
GUARANTEED READING ACHIEVEMENT SCHOOLS

William Shakespeare School
1119 East 46th Street
Chicago, Illinois 60653
624-1020 - Charles E. Esterhammer, Principal
District 23
McNair Grant, District Superintendent
624-1100

The William Shakespeare School was built in 1953. The Shakespeare community is 99.1% Black and .9% Mexican.

The classroom selected for the Guaranteed Reading Achievement Project is room 101.

Data concerning the room to be used for the Reading Project
Room - 101

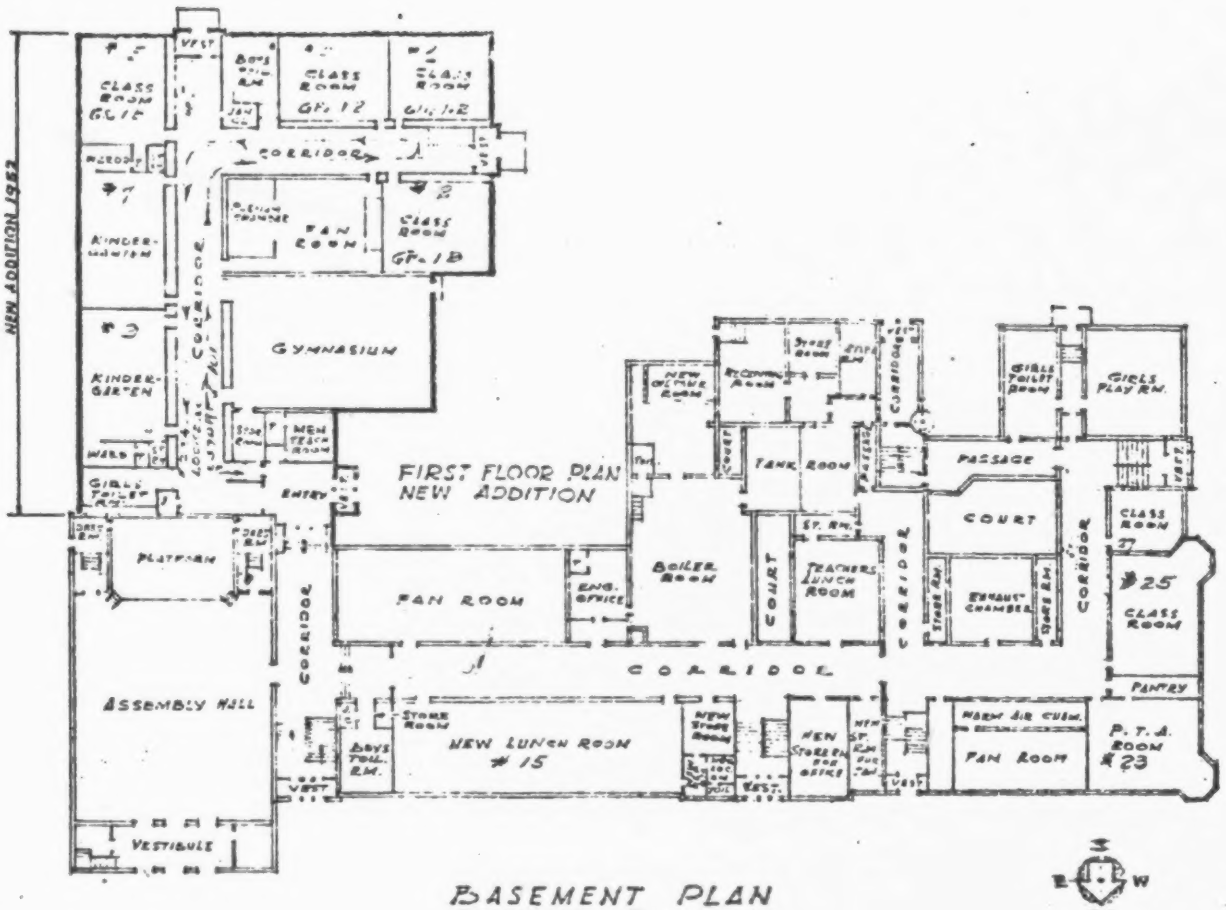
Number of electrical outlets - 2

Maximum electrical load per outlet - 220V

Size of the room - 850 to 980 sq. ft.

Security measures for the rooms and school:

There are one to two "break-ins" per year at the Shakespeare School.


NEW ADDITION 1952
CLASS ROOM
CORRIDOR
FAN ROOM
KINDERGARTEN
GYMNASIUM
FIRST FLOOR PLAN NEW ADDITION
ENTRY
PLATFORM
ASSEMBLY HALL
VESTIBULE
FAN ROOM
BOILER ROOM
ENG. OFFICE
TANK ROOM
COURT
TEACHERS LUNCH ROOM
PASSAGE
EXHAUST CHAMBER
GIRLS TOILET ROOM
GIRLS PLAY RM.
#25 CLASS ROOM
PANTRY
CORRIDOR
BOYS TOIL. RM.
NEW LUNCH ROOM #15
STORE ROOM
WARM AIR CHAM.
FAN ROOM
P.T.A. ROOM #23
S
E
W
N

BASEMENT PLAN
PRESENT BUILDING
SCALE 1"=40'

SHAKESPEARE ELEMENTARY SCHOOL
1119 EAST 46TH STREET

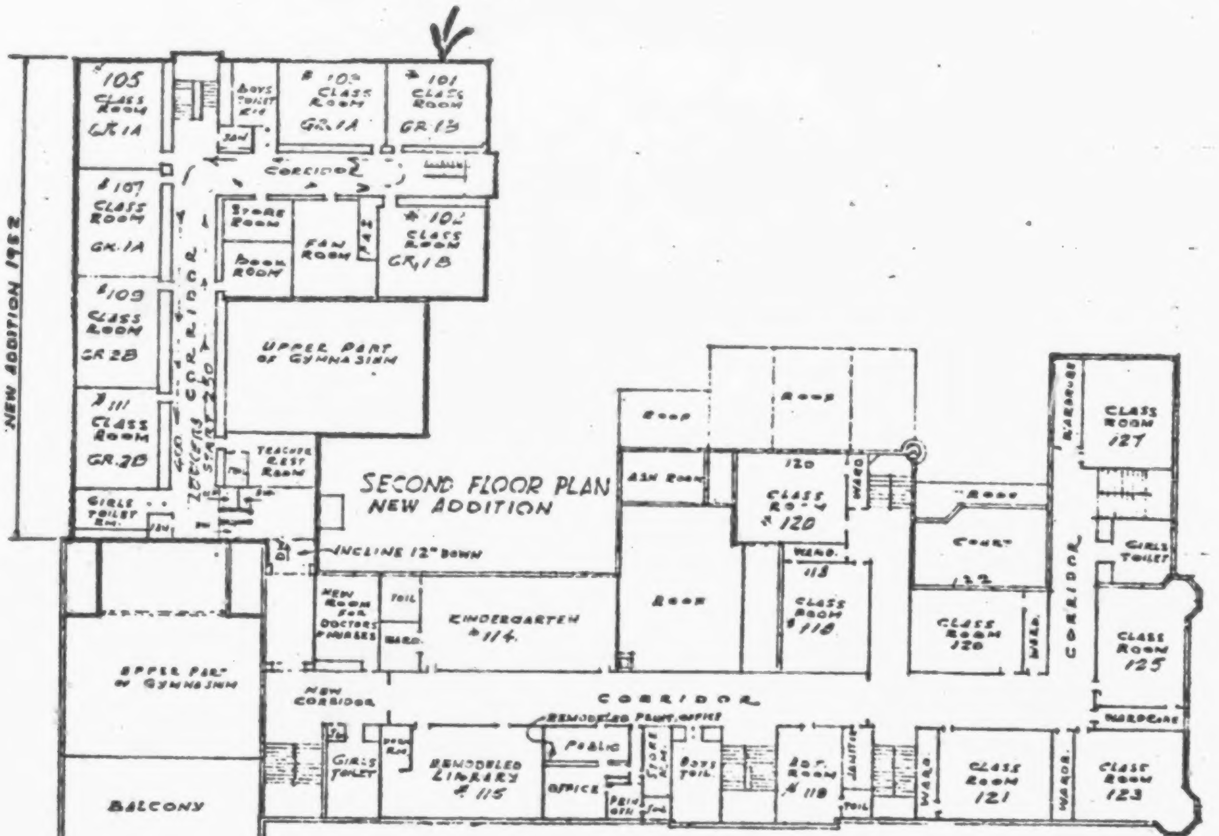
JOHN C. CHRISTENSEN
ARCHITECT

BOARD OF EDUCATION
CHICAGO ILLINOIS

REVISED 11-7-52
ROOM NUMBERS AND
LOCKERS NUMBERS

Revised 9-4-52
7-18-52 F.J.N.

Lab.


NEW ADDITION 1952
105 CLASS ROOM GR 1A
BOYS TOILET RM.
#103 CLASS ROOM GR 1A
#101 CLASS ROOM GR 1B
CORRIDOR
#107 CLASS ROOM GR 1A
STORE ROOM
BOOK ROOM
FAN ROOM
#102 CLASS ROOM GR 1B
#109 CLASS ROOM GR 2B
UPPER PART OF GYMNASIUM
#111 CLASS ROOM GR 2B
TEACHERS REST ROOM
GIRLS TOILET RM.
SECOND FLOOR PLAN NEW ADDITION
INCLINE 12" DOWN
ROOF
CLASS ROOM #120
CLASS ROOM 127
COURT
GIRLS TOILET
KINDERGARTEN #114
CLASS ROOM #118
CLASS ROOM 120
CLASS ROOM 125
UPPER PART OF GYMNASIUM
NEW CORRIDOR
CORRIDOR
GIRLS TOILET
REMODELED LIBRARY #115
PUBLIC
OFFICE
BOYS TOIL.
CLASS ROOM 121
CLASS ROOM 123
BALCONY
S
E
W
N

FIRST FLOOR PLAN
PRESENT BUILDING
SCALE 1"=40'

SHAKESPEARE ELEMENTARY SCHOOL
1119 EAST 46TH. STREET

JOHN C. CHRISTENSEN
ARCHITECT

BOARD OF EDUCATION
CHICAGO ILLINOIS

REVISED 11-7-52
ROOM NUMBERS AND
LOCKERS NUMBERS

REVISED 9-4-52
7-18-52 F.J.N. 2

Victor F. Lawson School
1256 S. Homan Avenue
Chicago, Illinois 60623
762-5630 - Leon J. Leibik, Principal
District 19
Alflorence Cheatham, District Superintendent
641-4870

The Victor Lawson Elementary School was built in 1896. The enrollment of the school is 100% black.

The classroom selected for the "Guaranteed Reading Achievement" Project is room 107 .

Data concerning the room to be used for the Reading Project

Room 107

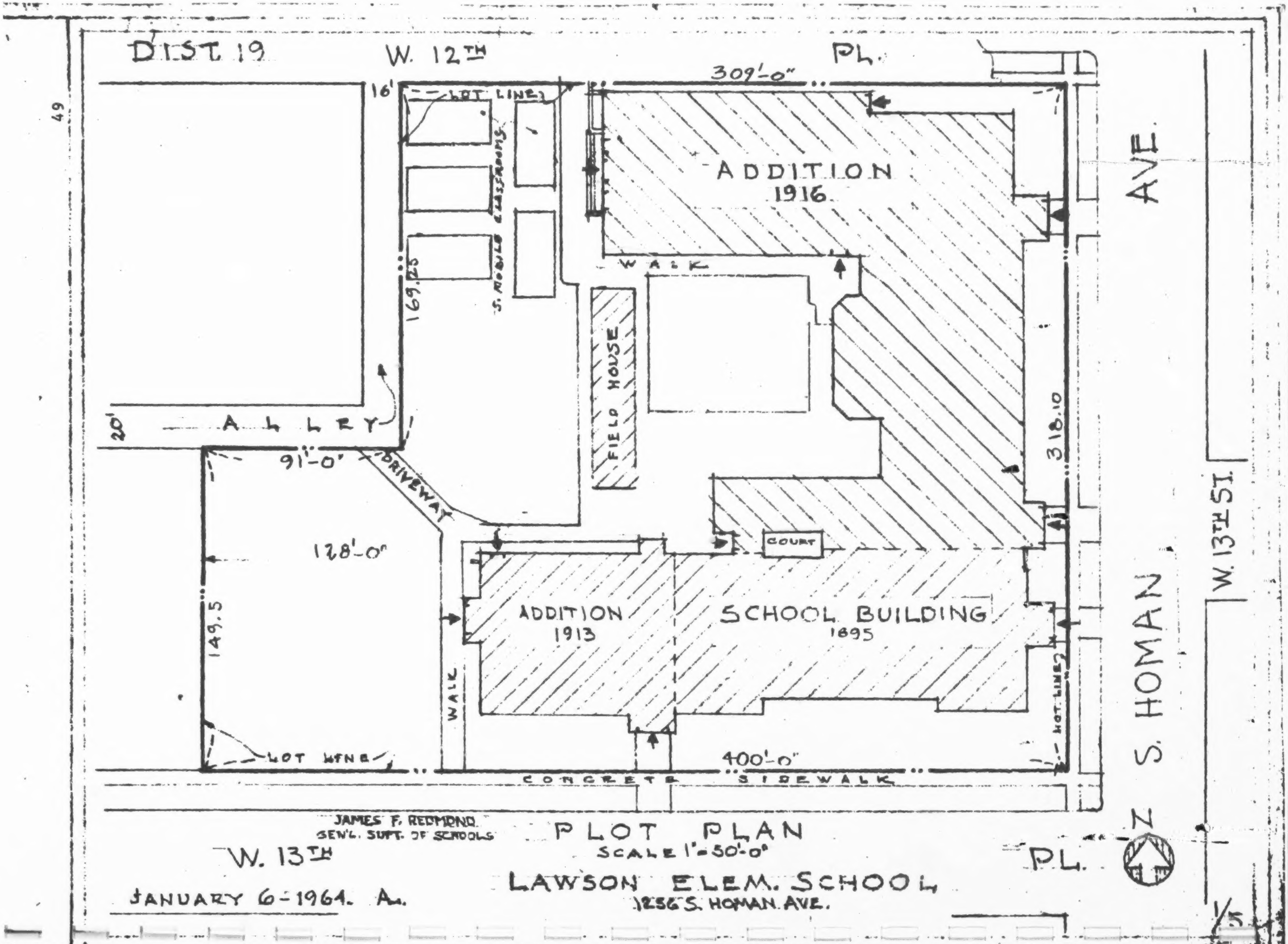
Number of electrical outlets - 2

Maximum electrical load per outlet - 110 outlet.

Size of the room 33 x 21 plus closet 2 x 24.

Security measures for the room and school:

One door (not able to be locked) gives access to room.
Wire guards are on the windows.
The room is bright, has inlaid linoleum, but only six incandescent textures for lighting.
During 1970 the building has been burglarized twelve times.
There is a security system in the building.

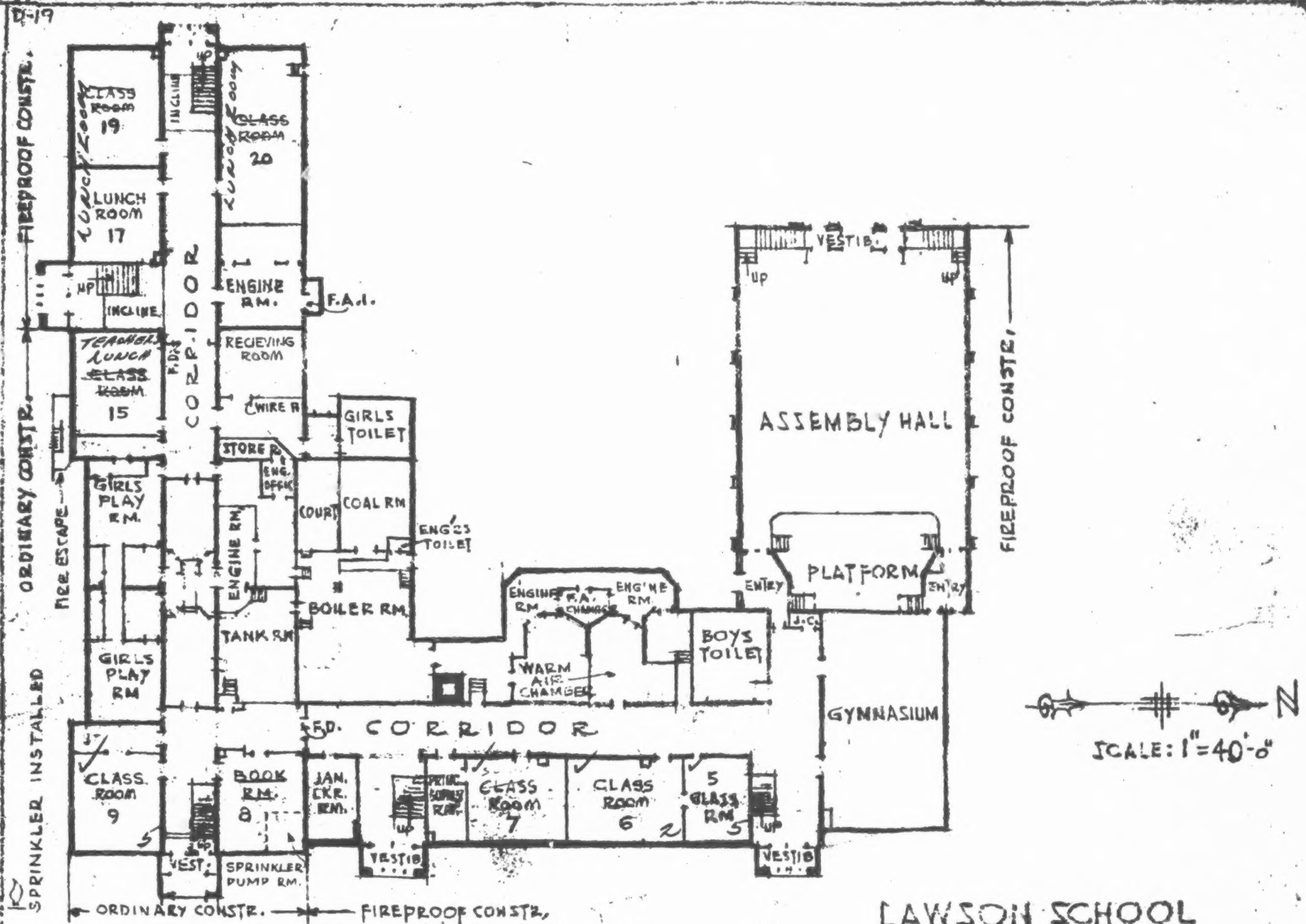

DIST. 19
W. 12TH PL.
16'
LOT LINE
309'-0"
5. MOBILE CLASSROOMS
169.25
ADDITION 1916
WALK
FIELD HOUSE
AVE.
ALLEY
20'
91'-0"
DRIVEWAY
318.10
128'-0"
COURT
ADDITION 1913
SCHOOL BUILDING 1895
149.5
WALK
LOT LINE
LOT LINE
400'-0"
CONCRETE SIDEWALK
S. HOMAN
W. 13TH ST.
W. 13TH PL.
N
1/5

JAMES F. REDMOND
GEN'L. SUPT. OF SCHOOLS

PLOT PLAN
SCALE 1"=50'-0"

LAWSON ELEM. SCHOOL
1256 S. HOMAN AVE.

JANUARY 6-1964. A.

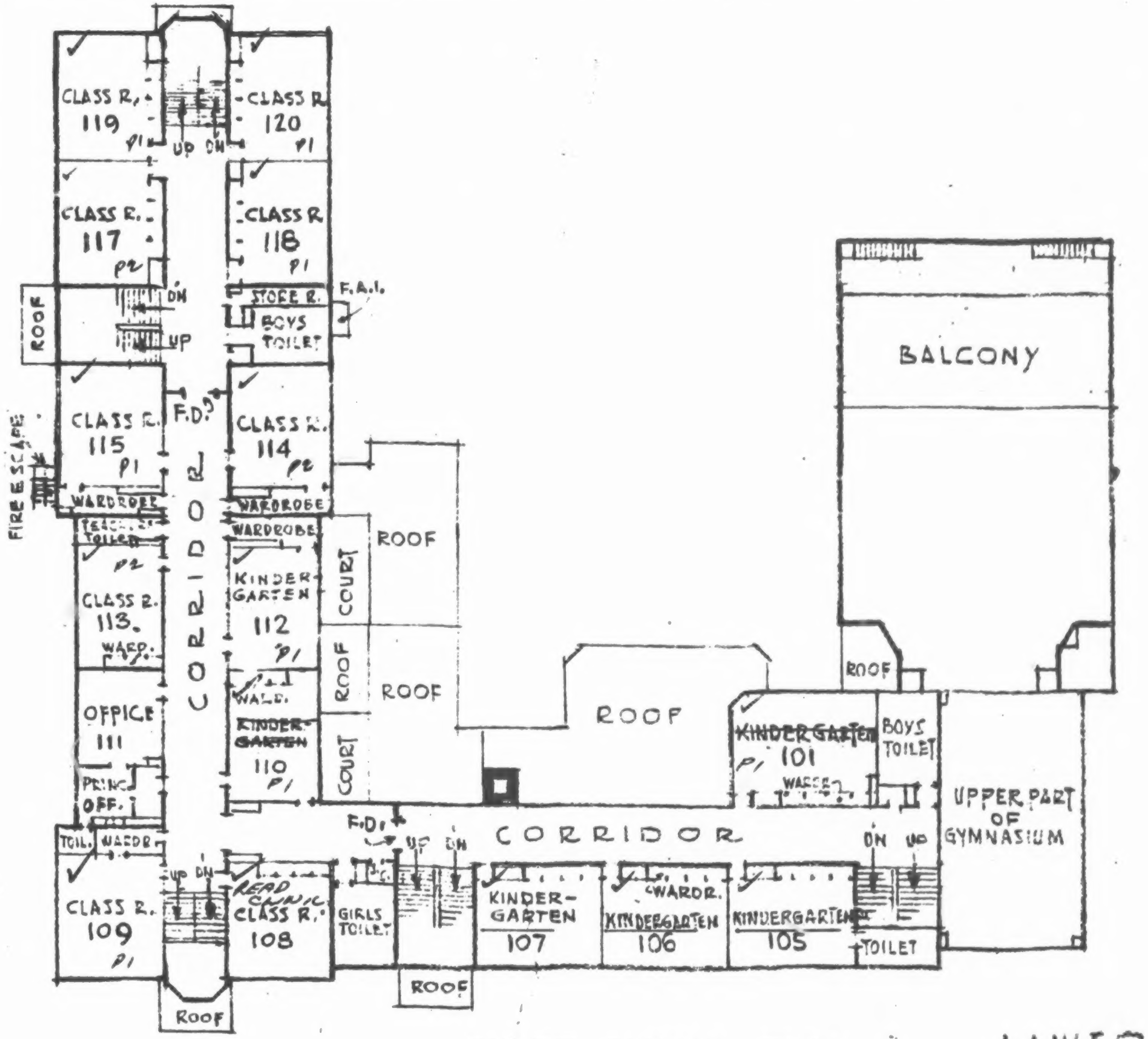

D-19
FIREPROOF CONSTR.
ORDINARY CONSTR.
FIRE ESCAPE
SPRINKLER INSTALLED
CLASS ROOM 19
LUNCH ROOM
LUNCH ROOM 17
INCLINE
UP
TEACHERS LUNCH ~~CLASS ROOM~~ 15
F.D.
CORRIDOR
CLASS ROOM 20
LUNCH ROOM
ENGINE RM.
F.A.I.
RECEIVING ROOM
WIRE R
GIRLS TOILET
STORE R
ENG. OFFIC
GIRLS PLAY RM.
ENGINE RM.
COURT
COAL RM
ENG'S TOILET
BOILER RM.
TANK RM
GIRLS PLAY RM
ENGINE RM
F.A. CHAMBER
ENG'NE RM.
WARM AIR CHAMBER
BOYS TOILET
ASSEMBLY HALL
VESTIB.
UP
PLATFORM
ENTRY
J.C.
GYMNASIUM
F.D. CORRIDOR
CLASS ROOM 9
BOOK RM. 8
JAN. LKR. RM.
SPRINK. SUPPLY RM.
CLASS ROOM 7
CLASS ROOM 6
5 CLASS RM
VEST.
SPRINKLER PUMP RM.
VESTIB
ORDINARY CONSTR.
FIREPROOF CONSTR.
N
SCALE: 1"=40'-0"

BASEMENT PLAN.

LAWSON SCHOOL
1256 S. HOMAN AVE.

CLASS: SCHOOL
CONSTRUCTION: ORDINARY & FIREPROOF
STORIES: 3 & BASEMENT
HEIGHT: 61'-1"
REV. 1-15-62

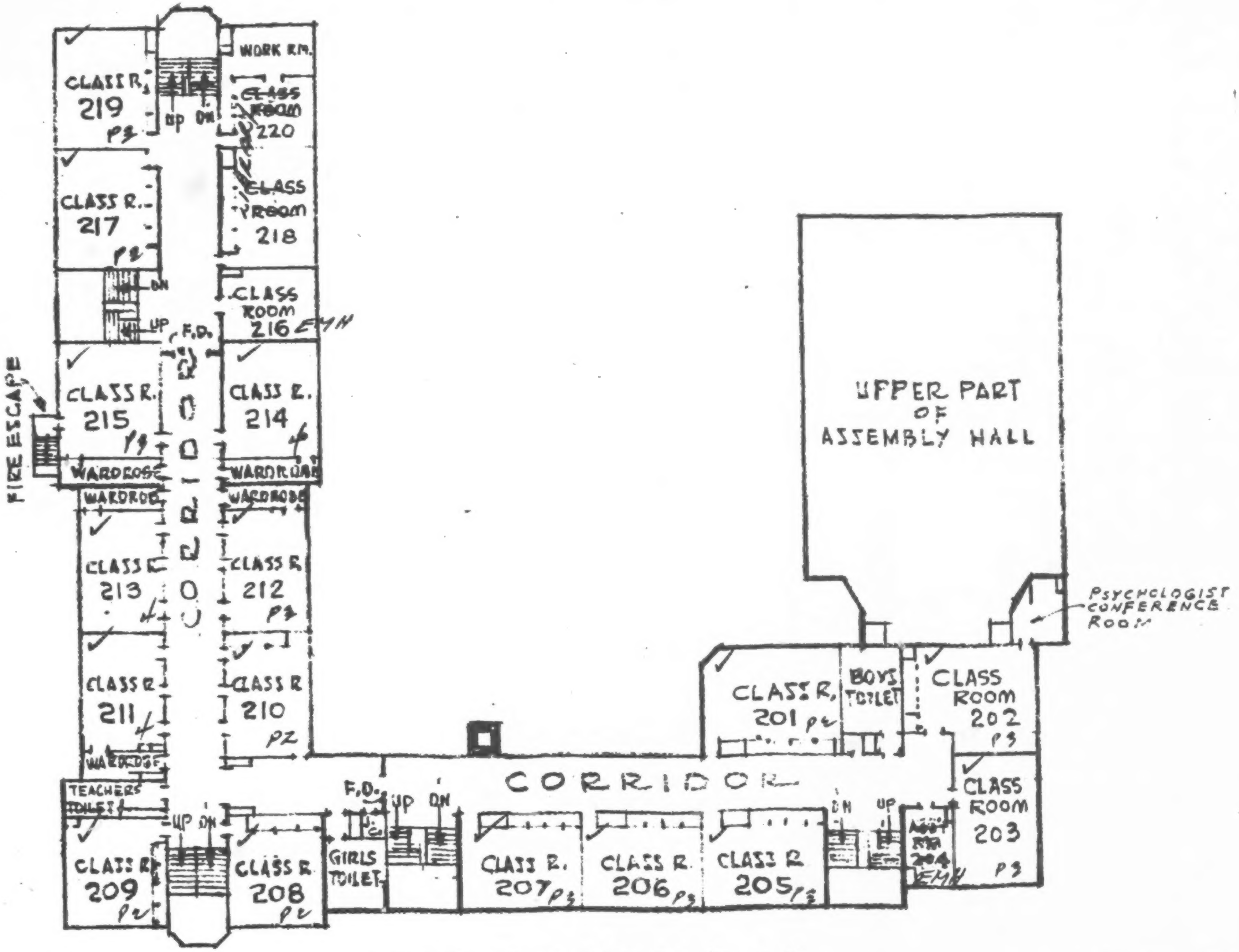
BOARD OF EDUCATION CITY OF CHICAGO


CLASS R. 119 P1
CLASS R 120 P1
UP DN
CLASS R. 117 P2
CLASS R 118 P1
DN
UP
ROOF
STORE R.
BOYS TOILET
F.A.I.
CLASS R. 115 P1
F.D.
CLASS R. 114 P2
FIRE ESCAPE
WARDROBE
WARDROBE
WARDROBE
TEACHERS TOILET
CORRIDOR
CLASS R. 113. P2
WARD.
KINDERGARTEN 112 P1
WARD.
KINDERGARTEN 110 P1
OFFICE 111
PRINC. OFF.
TOIL.
WARDR.
COURT
ROOF
COURT
ROOF
ROOF
ROOF
CLASS R. 109 P1
UP DN
READ CLINIC CLASS R. 108
ROOF
GIRLS TOILET
F.D.
UP DN
ROOF
CORRIDOR
KINDERGARTEN 107
WARDR.
KINDERGARTEN 106
KINDERGARTEN 105
TOILET
DN UP
KINDERGARTEN 101 P1
WARD.
BOYS TOILET
ROOF
UPPER PART OF GYMNASIUM
BALCONY

FIRST FLOOR PLAN,
SCALE: 1" = 40'-0"

LAWSON SCHOOL
1256 S. HOMAN AVE.

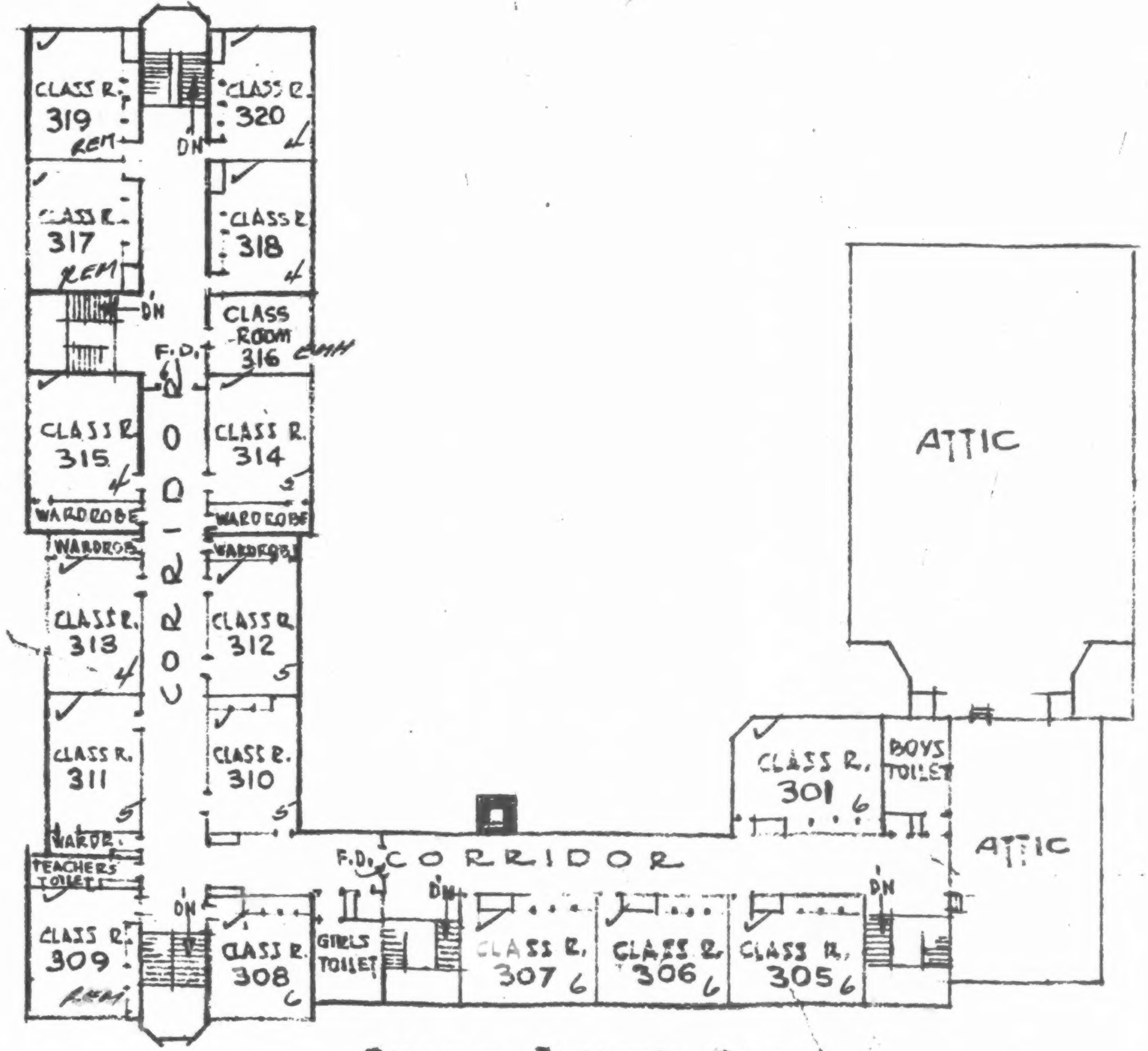
3/5


CLASS R. 219 P3
WORK RM.
UP DN
CLASS ROOM 220
CLASS R. 217 P2
CLASS ROOM 218
DN
UP
F.D.
CLASS ROOM 216 EMH
FIRE ESCAPE
CLASS R. 215 P1
CLASS R. 214 4
WARDROBE
WARDROBE
WARDROBE
WARDROBE
CORRIDOR
CLASS R. 213 4
CLASS R. 212 P2
CLASS R. 211 4
CLASS R. 210 P2
WARDROBE
TEACHERS TOILET
UP DN
CLASS R. 209 P2
CLASS R. 208 P2
F.D.
UP DN
GIRLS TOILET
CLASS R. 207 P3
CLASS R. 206 P3
CLASS R. 205 P3
CORRIDOR
DN UP
ADJ. RM. 204 EMH
CLASS ROOM 203 P3
CLASS R. 201 P2
BOYS TOILET
CLASS ROOM 202 P3
UPPER PART OF ASSEMBLY HALL
PSYCHOLOGIST CONFERENCE ROOM

SECOND FLOOR PLAN.
SCALE: 1" = 40'-0"

LAWSON SCHOOL
1256 S. HOMAN AVE

A


CLASS R. 319
REM
CLASS R. 320
DN
CLASS R. 317
REM
CLASS R. 318
DN
CLASS ROOM 316
F.D.
CLASS R. 315
CLASS R. 314
WARDROBE
WARDROBE
WARDROBE
WARDROBE
CLASS R. 313
CLASS R. 312
CORRIDOR
CLASS R. 311
CLASS R. 310
WARDR.
TEACHERS TOILET
CLASS R. 309
REM
DN
CLASS R. 308
GIRLS TOILET
F.D. CORRIDOR
DN
CLASS R. 307
CLASS R. 306
CLASS R. 305
DN
CLASS R. 301
BOYS TOILET
ATTIC
ATTIC

THIRD FLOOR PLAN.
SCALE: 1" = 40'0"

LAWSON SCHOOL
1256 S. HOMAN AVE.

Irvin C. Mollison School
4415 South Dr. M.L. King Drive
Chicago, Illinois 60653
253-3289 - Dorothy A. Stevens, Principal
District 23
McNair Grant, District Superintendent
624-1100

The Irvin C. Mollison School was built in 1963. The Mollison Community is 100% black.

The classrooms selected for the Guaranteed Reading Achievement project are the two Kindergarten classrooms, Rooms 1 and 2.

Data concerning the room to be used for the Reading Project

Rooms - Kg 1 and Kg 2

Number of electrical outlets - 2

Maximum electrical load per outlet - 220V

Size of the rooms - 850 to 900 sq. ft.

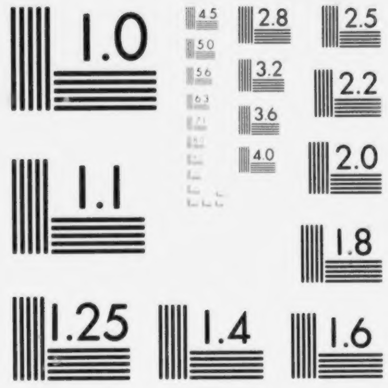
Security measures for the rooms and school:

The security measures are not adequate. There are two to three "break-ins"per year at the Mollison school.

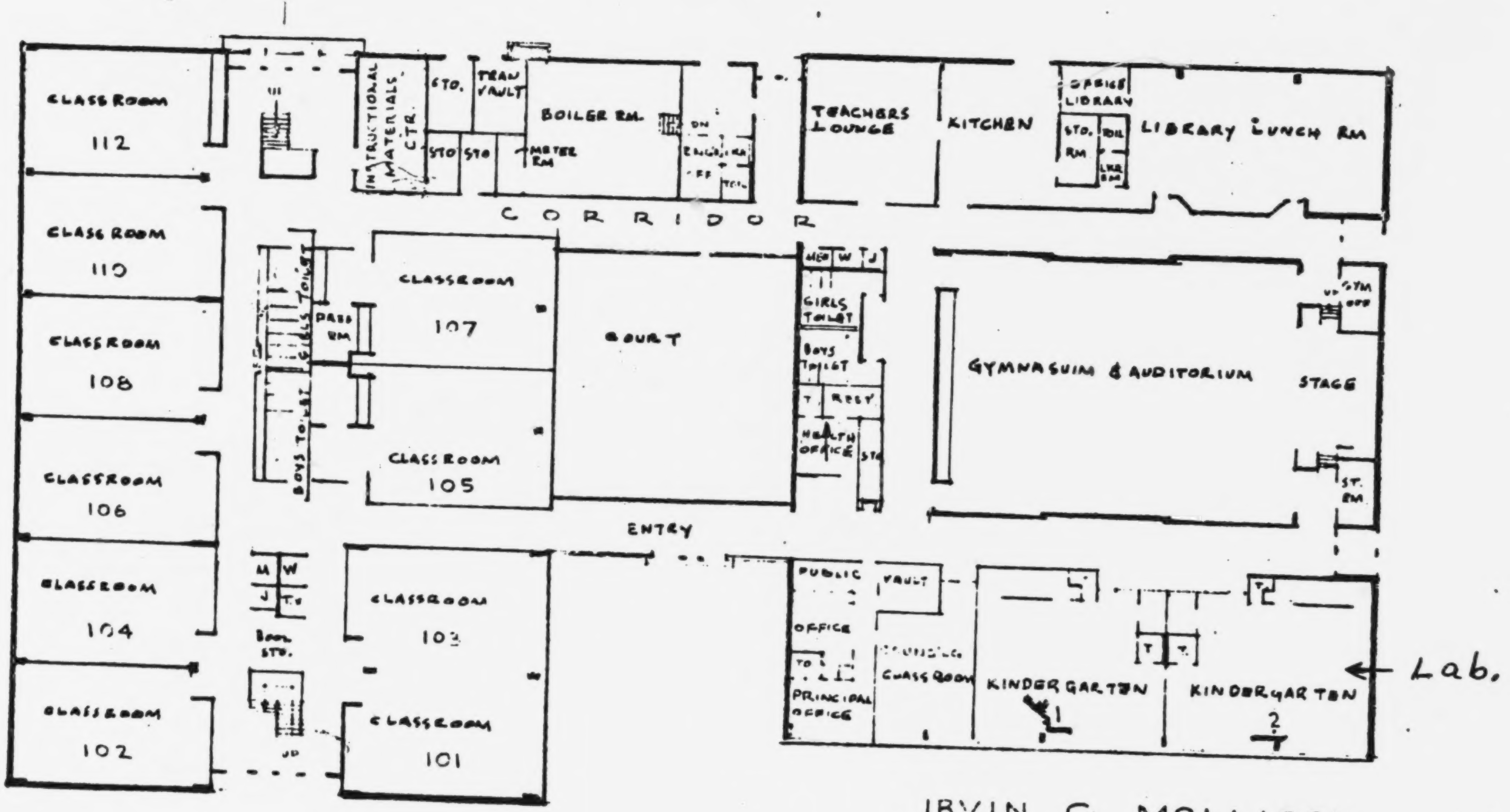
2 OF 2

ED

045332


1.0
4.5
5.0
5.6
6.3
7.1
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A


CLASSROOM 112
CLASSROOM 110
CLASSROOM 108
CLASSROOM 106
CLASSROOM 104
CLASSROOM 102
INSTRUCTIONAL MATERIALS CTR.
STO.
TRAN VAULT
STO
STO
METER RM
BOILER RM.
TEACHERS LOUNGE
KITCHEN
OFFICE LIBRARY
STO. RM
TOIL
LIBRARY LUNCH RM
CORRIDOR
BOYS TOILET
GIRLS TOILET
PASS RM
CLASSROOM 107
CLASSROOM 105
COURT
W
J
GIRLS TOILET
BOYS TOILET
T
REST
HEALTH OFFICE
STO
GYMNASUIM & AUDITORIUM
GYM OFF
STAGE
ST. RM
ENTRY
M
W
J
BOOK STO.
CLASSROOM 103
CLASSROOM 101
UP
PUBLIC
VAULT
OFFICE
PRINCIPAL OFFICE
CLASSROOM
KINDERGARTEN 1
KINDERGARTEN 2
T
T
← Lab.

FIRST FLOOR PLAN SCALE 1"=30'-0"

IRVIN C. MOLLISON
ELEMENTARY SCHOOL
1415 SO. PARKWAY

TYPE I-B FIRE RESISTIVE CONSTRUCTION
2 STORIES
HEIGHT 23'-4"

Thomas Chalmers School
2745 West Roosevelt Road
Chicago, Illinois 60608
521-5564 - Regina I. Devine, Principal
District 19
Alflorence Cheatham, District Superintendent
641-4870

The first Chalmers School was constructed in 1886 and was located at 1220 South Fairfield Avenue. After many years of service, this structure was phased out and demolished.

It was replaced by a new, modern, functional two-story building which was opened to children in the Chalmers attendance area in December, 1959. This new edifice is located at 2745 West Roosevelt Road.

The new school consisted of twenty-five classrooms plus a library, health room, adjustment office, gym-auditorium and administrative offices. The additional space made it possible to lower class sizes and to eliminate double shift classes.

Four years later, in September, 1963, an addition with eight classrooms was completed which provided facilities for E.M.H. and Socially Maladjusted pupils.

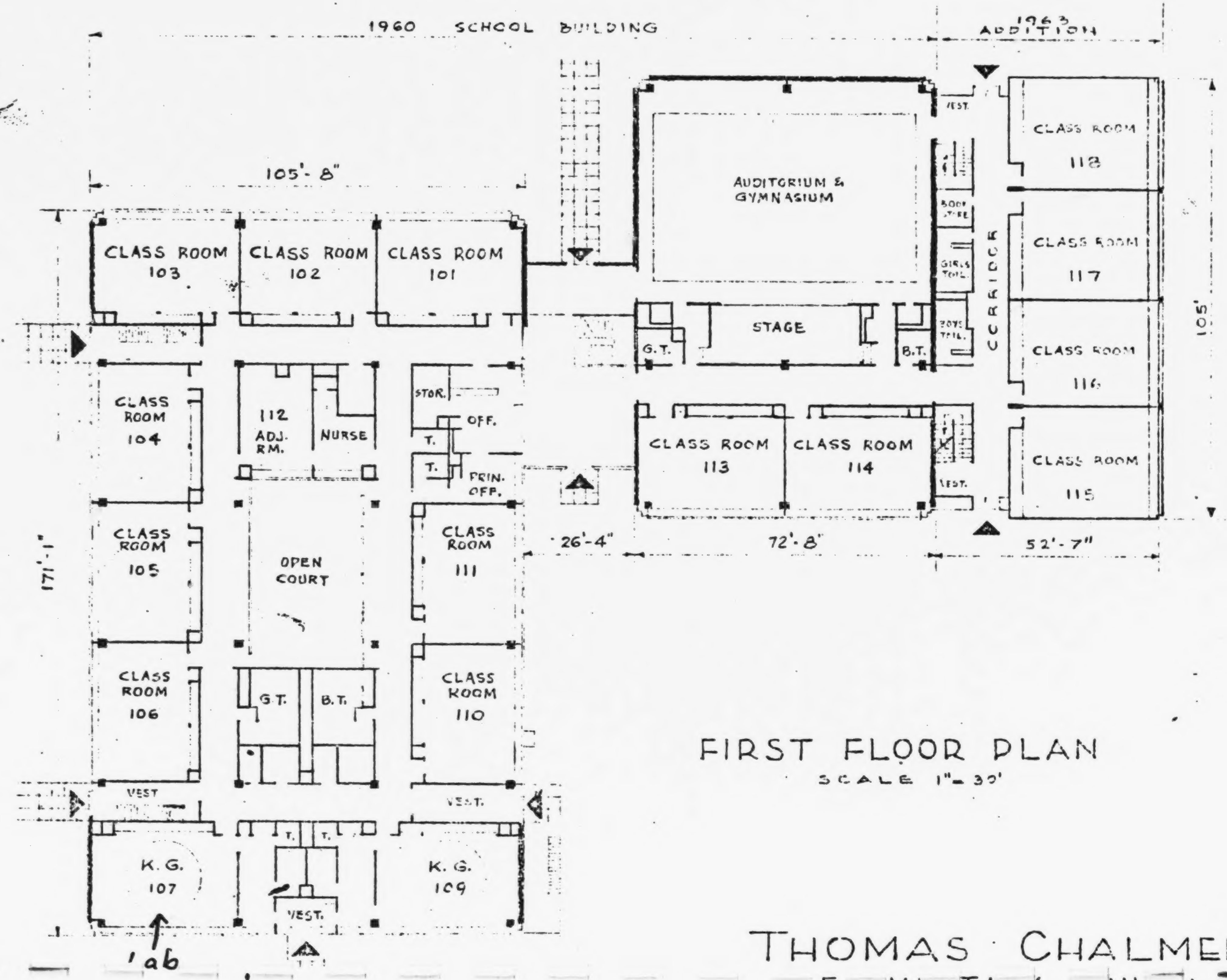
At this time, the boundary was changed to include the portion of the district which was north and west of Roosevelt Road and California Avenue. Then, a 197 unit addition to the C.H.A. housing project, Ogden Court, was completed in 1970 at 12th Place and Washtenaw. The membership increased and the school district was changed again back to the original boundary line.

DATA CONCERNING ROOM TO BE USED FOR THE READING PROJECT

Room - 107

Number of outlets -- 3

Maximum electrical load per outlet
--115 volts for two outlets
--a 220 line for the third outlet


1960 SCHOOL BUILDING
1963 ADDITION
105'-8"
171'-1"
105'
26'-4"
72'-8"
52'-7"
CLASS ROOM 103
CLASS ROOM 102
CLASS ROOM 101
CLASS ROOM 104
112 ADJ. RM.
NURSE
STOR.
OFF.
T.
T.
PRIN. OFF.
CLASS ROOM 105
OPEN COURT
CLASS ROOM 111
CLASS ROOM 106
G.T.
B.T.
CLASS ROOM 110
VEST
VEST.
K.G. 107
T.
T.
VEST.
K.G. 109
'ab
AUDITORIUM & GYMNASIUM
G.T.
STAGE
B.T.
VEST.
BOOK STORE
GIRLS TOIL.
BOYS TOIL.
CORRIDOR
VEST.
CLASS ROOM 113
CLASS ROOM 114
CLASS ROOM 118
CLASS ROOM 117
CLASS ROOM 116
CLASS ROOM 115

FIRST FLOOR PLAN

SCALE 1"=30'

THOMAS CHALMERS
ELEMENTARY SCHOOL

Nathaniel Pope School
1852 South Albany Avenue
Chicago, Illinois 60623
762-0330 - Charles S. Bournique, Principal
District 19
Alflorence Cheatham, District Superintendent
641-4870

Pope School, 1852 South Albany, was built in 1918. It has an enrollment of approximately 800 children and a staff of 28 teachers. Mr. Charles Bournique is the Principal.

DATA CONCERNING THE ROOM TO BE USED FOR THE READING PROJECT

Room - 101

Number of electrical outlets - 2

Maximum electrical load per outlet - 12 amps, 100 volts

Size of the room - 31' x 27'

SECURITY MEASURES FOR THE ROOM AND SCHOOL

The security measures are virtually nil. There are periodic "break-ins' at the school.

In this classroom, storage space is a definite problem. There are no locks in evidence.

Mr. Bournique indicated that greater security measures, including guards, would be needed at the school.

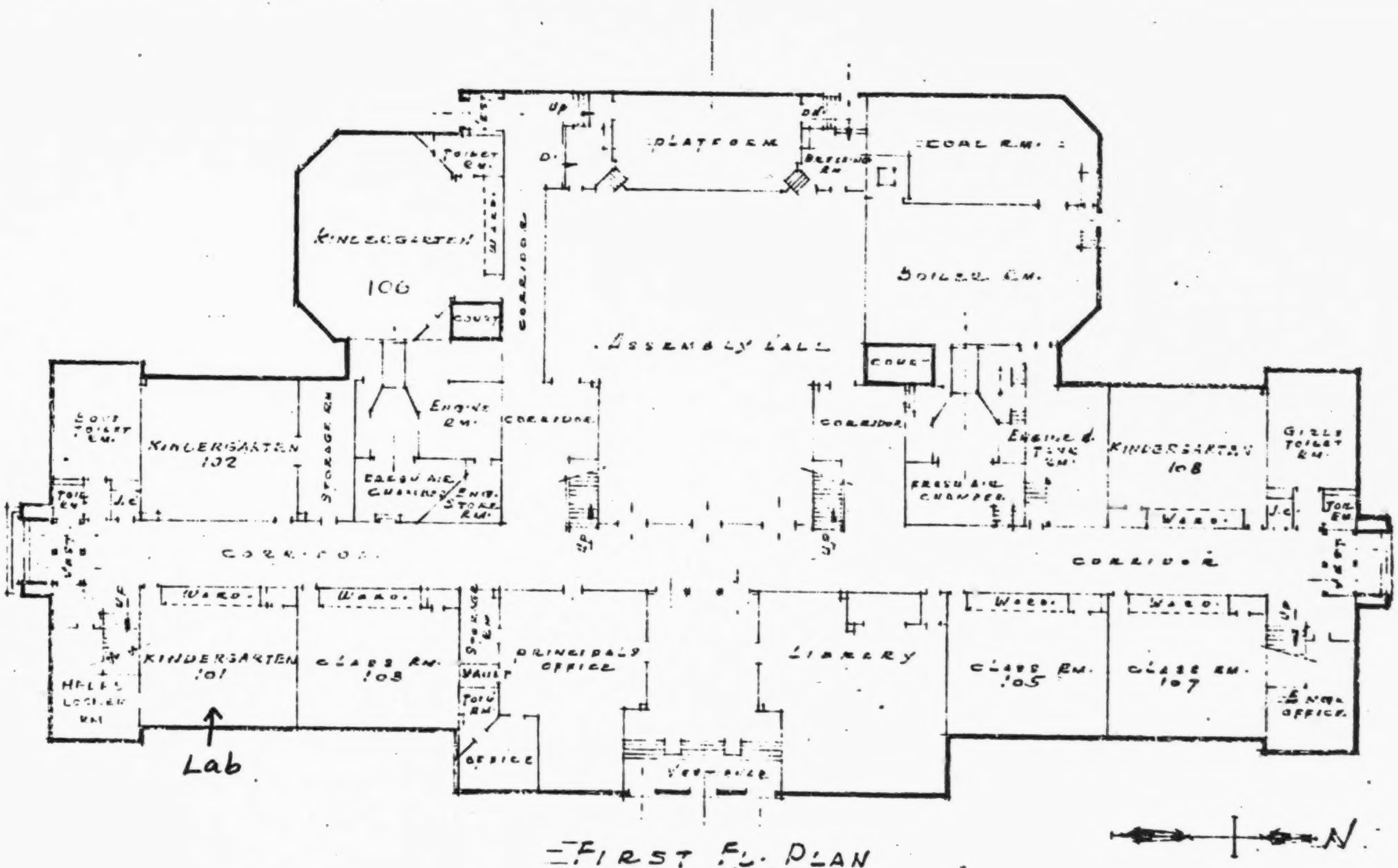
Size of room - 35' x 36' (Because of cabinets, the actual floor space is reduced to 35' x 22.)

SECURITY MEASURES

This kindergarten room has an outside entrance. A walk-in wardrobe room, 9' x 22', is open on two sides and has no lock. There is a storage room, 7' x 11', containing shelves and a Yale-type lock. The door to the classroom can be locked, also.

The school has security guards on an irregular basis. When they are there, they work from 4 to 12 p.m.

DIST. 1B


KINDERGARTEN 106
TOILET RM.
WARD.
CORRIDOR
COURT
UP
D.
PLATFORM
DRESSING RM.
DN.
COAL RM.
BOILER RM.
ASSEMBLY HALL
COURT
CORRIDOR
ENGINE RM.
ENGINE & TANK RM.
BOYS TOILET RM.
KINDERGARTEN 102
STORAGE RM.
FRESH AIR CHAMBER
ENG. STORE RM.
FRESH AIR CHAMBER
KINDERGARTEN 108
GIRLS TOILET RM.
J.C.
TOIL. RM.
CORRIDOR
WARD.
KINDERGARTEN 101
CLASS RM. 103
STORAGE RM.
VAULT
TOIL. RM.
PRINCIPALS OFFICE
OFFICE
VESTIBULE
LIBRARY
CLASS RM. 105
CLASS RM. 107
ENGR. OFFICE
HELPERS LOCKER RM.
Lab
N.

FIRST FL. PLAN
SCALE 1/32" = 1'0"

CLASS - SCHOOL
CONSTR: FIREPROOF
STORIES - 3
HEIGHT - 52'0"

OOPE. SCHOOL
1852 S. ALBANY AVENUE

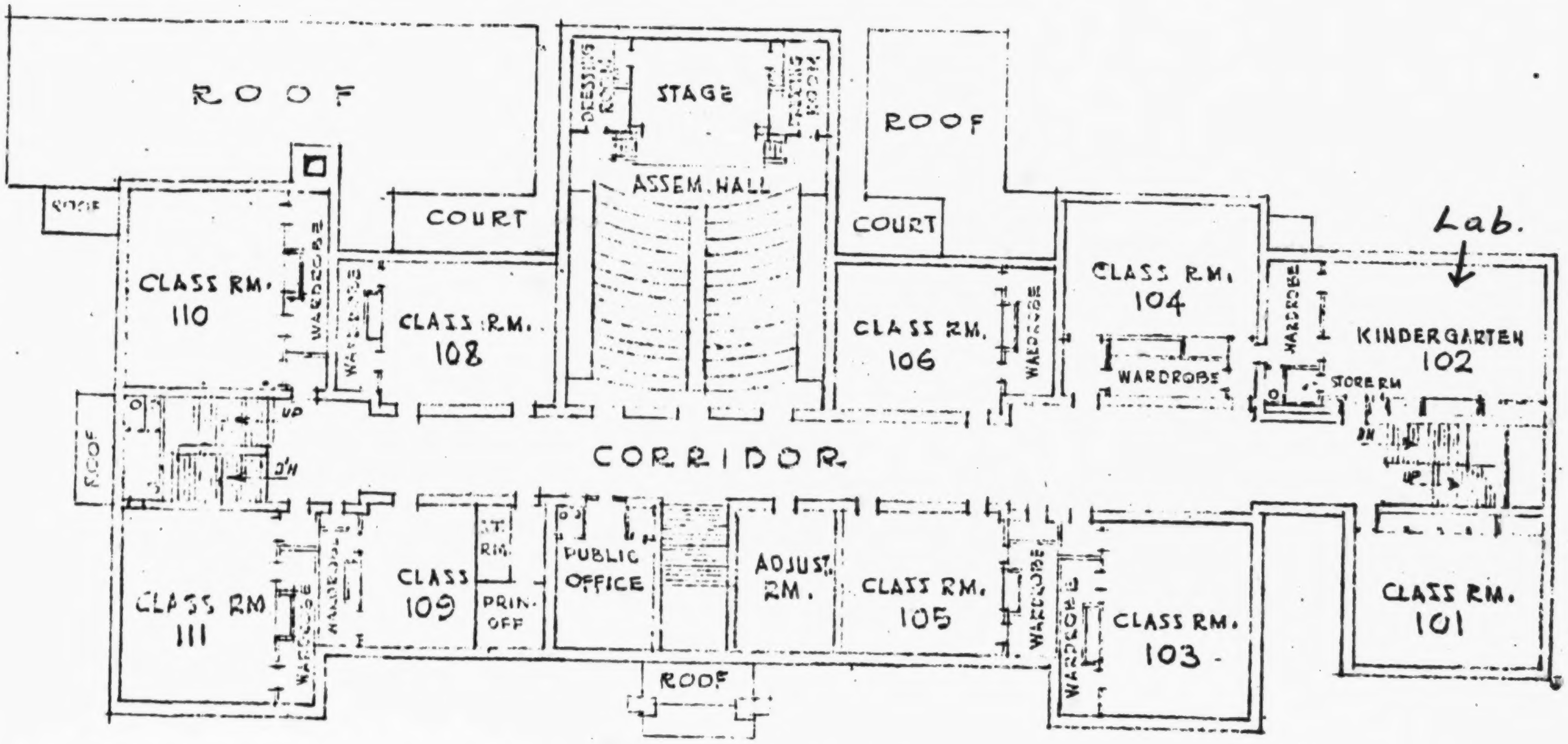
. BOARD OF EDUCATION .
CHICAGO ILL.

Graeme Stewart School
4525 North Kenmore Avenue
Chicago, Illinois 60640
561-7513
District 24
Dr. John P. Byrne, District Superintendent
561-3541

The ethnic composition of the Stewart community represents the character of a true Metropolitan center - approximately 6% American Indian, 15% Negro, 7% Oriental, 3% Mexican, 11% Puerto-Rican, 6% other Spanish-speaking, 52% all other Caucasian groups, which includes a great number of Appalachian people.

There are two kindergarten rooms with four classes (two a.m. and two p.m.)--class average of 25 pupils. There are, through E.S.E.A. assistance, two teachers and one teacher aide for each room. There is one special Reading teacher, a special Language Resource teacher, a Physical Education teacher, a Community Representative, and there are 38 classroom teachers in the school. There is also an Auxiliary Part-time Staff, which includes a Teacher-Nurse, Psychologist, Human Relations Coordinator, Parent Volunteers, High School Student Teacher Aides, and College Student Teachers. Also, Curriculum Consultants are available on call from the Area Office. The entire educational program is organized, supervised, and administered by Miss Patricia Ryan, Principal of Stewart School.

Kindergarten room 102 has three ampere circuits that feed the overhead lighting and two double wall outlets. The room size is 936 sq. ft. and there is an adjoining cloak room (some storage space) of 171 sq. ft.. Room 007 has two 15 ampere circuits that serve the overhead lighting and two double wall outlets. This room is in the basement and has wood floor over concrete. Room size is 1,300 sq. ft.


ROOF
DRESSING ROOM
STAGE
DRESSING ROOM
ROOF
ASSEM. HALL
ROOF
COURT
COURT
Lab.
CLASS RM. 110
WARDROBE
WARDROBE
CLASS RM. 108
CLASS RM. 106
WARDROBE
CLASS RM. 104
WARDROBE
WARDROBE
KINDERGARTEN 102
STORE RM
UP
DN
ROOF
CORRIDOR
DN
UP
CLASS RM 111
WARDROBE
WARDROBE
CLASS 109
ST. RM.
PRIN. OFF
PUBLIC OFFICE
ADJUST. RM.
CLASS RM. 105
WARDROBE
WARDROBE
CLASS RM. 103
CLASS RM. 101
ROOF

FIRST FLOOR PLAN.
SCALE: 1" = 30'-0"

STEWART ELEMENTARY SCHOOL
4525 KENMORE AVE.
BOARD OF EDUCATION
CHICAGO, ILL.
3/c

POPULATION SELECTION
AND CHARACTERISTICS
(DESCRIPTION OF STUDENTS)

II. Summary of Student Data; Table 4 presents the results of City-Wide Testing Program 1968-1969 for each of the schools participating in the "Guaranteed Reading Achievement" project.

Guaranteed Reading Achievement Schools

Intermediate:

John Farren School
5055 South State Street
Chicago, Illinois 60609
624-5680
District 13
Dr. William Rohan, District Superintendent
538-1812

Walter Scott School
6435 South Blackstone Avenue
Chicago, Illinois 60637
643-7434 - Paul Redlich, Principal
District 14
Dr. Donald J. Blyth, District Superintendent
955-2010

Carter G. Woodson School, North
4414 South Evans Avenue
Chicago, Illinois 60653
548-6410 - Leroy R. Hamen, Principal
District 23
McNair Grant, District Superintendent
624-1100

Charles H. Judd School
4434 South Lake Park Avenue
Chicago, Illinois 60653
548-4885 - Alvin Miller, Principal
District 23
McNair Grant, District Superintendent
624-1100

Kindergarten:

William Shakespeare School
1119 East 46th Street
Chicago, Illinois 60653
624-1020 - Charles E. Esterhammer, Principal
District 23
McNair Grant, District Superintendent
624-1100

Victor F. Lawson School
1256 South Homan Avenue
Chicago, Illinois 60623
762-5630 - Leon J. Leibik, Principal
District 19
Alflorence Cheatham, District Superintendent
641-4870

Irvin C. Mollison School
4415 South Dr. M. L. King Drive
Chicago, Illinois 60653
285-3289 - Dorothy A. Stevens, Principal
District 23
McNair Grant, District Superintendent
624-1100

Thomas Chalmers School
2745 West Roosevelt Road
Chicago, Illinois 60608
521-5564 - Regina I. Devine, Principal
District 19
Alflorence Cheatham, District Superintendent
641-4870

Nathaniel Pope School
1852 South Albany Avenue
Chicago, Illinois 60623
762-0330 - Charles S. Bournique, Principal
District 19
Alflorence Cheatham, District Superintendent
641-4870

Graeme Stewart School
4525 North Kenmore Avenue
Chicago, Illinois 60640
561-7513 - (Pat Ryan)
District 24
Dr. John P. Byrne, District Superintendent
561-3541

Pupils in the Chicago public schools participate in the city-wide testing program seven times in their twelve years in school. The following gives the times of testing.

1. At school entrance, in the fall as children enter the primary grades.
2. During January of Primary 1.
3. In spring at the conclusion of the primary grades, as children move into the intermediate grades (grades 4 to 6).
4. In the spring of sixth grade, as children are ready to leave the intermediate grades.
5. In the fall of eighth grade, as children prepare to leave the upper grades and plan for high school.
6. In the fall of ninth grade, as students review their original four-year high school plan-of-studies and elect subjects for tenth grade.
7. In the fall of eleventh grade, as students are programmed for the senior year and plan for their years after high school.

Each pupil's test results become a part of his cumulative record and are available to the school faculty. It is the policy of the school system to share each child's achievement scores with both parents and the child. Each school has its own method of doing this; the usual method is through a parent-teacher conference; group and individual conferences with children; and parent interview days.

Entering-Primary Testing Program. The test administered in the second and third weeks of school to children who are entering the primary grades is called the Metropolitan Readiness Test. Scores are converted to a standardized scale from high to low and then are grouped into three categories: "ready," "probably not ready," and "not ready" for school learning. As a result of this test, the teacher is aided in placing each youngster (by class or by group within a class) in a comfortable learning situation. In a very real sense, the readiness test is an achievement test because it assesses what a child has "learned" that is relevant to the school tasks before him.

Mid-Primary 1 Testing Program. The test of school learning ability is administered in January of Primary 1. The Kuhlmann-Anderson Intelligence Test measures areas of abilities which roughly indicate the rate at which the pupil will acquire academic knowledge or skill. It does not measure general intelligence but is confined to measuring a child's school learning ability.

Pre-Fourth Grade. Between the primary and intermediate grades, there is the Primary-Intermediate Grades' Transition Testing Program. The program consists of a test of school learning ability, the Kuhlmann-Anderson Intelligence Test, (described previously but at a more advanced level) and tests of achievement, the Metropolitan Achievement Tests, Elementary Battery, Form B. The following describes the seven subtests of the Metropolitan Achievement Tests.

The Program in Grades 6 and 8. In the program at grades 6 and 8, the tests used are different levels of the same battery.

> The test of school learning ability is the California Short-Form Test of Mental Maturity, 1957 S-Form.
> The tests of achievement are the Metropolitan Achievement Tests.

School Farren (D. 13) 2 -6 Enrollment 1108

	Entering First Year Readiness		
	National	City	School
N=No Classes	%	%	%
Ready	69	52	
Probably Not Ready	24	35	
Not Ready	7	13	

	Mid First Year School Learning Ability					
	National		City		School	
N= No Classes	IQ	PR	IQ	PR	IQ	PR
Q_3	109	75	110	78		
Q_2	102	50	103	54		
Q_1	95	25	95	26		

Explanation

For explanation and interpretation in addition to the following definitions of the symbols used, see the introduction.

N = number of pupils
% = percent
Q_1 = point below which 25% of scores fall
Q_2 = median or middle score; 50% of scores are higher; 50% are lower
Q_3 = point below which 75% of scores fall
PR = percentile rank
GE = grade equivalent
IQ = school learning ability derived from intelligence tests

Grade Level, Number Tested, and Quartiles		School Learning Ability						Reading						Arithmetic Computation					
		National		City		School		National		City		School		National		City		School	
		IQ	PR	IQ	PR	IQ	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR
Pre-Fourth Grade (PIGT) April 1969 N= 202	Q_3	111	75	106	63	99	40	4.6	75	3.9	60	3.6	53	4.0	75	4.1	81	3.9	70
	Q_2	102	50	98	37	91	19	3.5	50	3.2	34	3.2	34	3.7	50	3.6	45	3.2	23
	Q_1	94	25	89	15	82	6	2.9	25	2.7	18	2.7	18	3.3	25	2.9	16	2.6	11
Grade 6 March 1969 N= 195	Q_3	111	75	106	65	99	48	9.0	75	7.1	55	5.9	39	7.4	75	7.4	75	6.9	63
	Q_2	100	50	95	38	90	27	6.7	50	5.3	29	5.0	24	6.5	50	6.1	35	5.9	29
	Q_1	89	25	84	16	81	12	5.1	25	4.3	13	4.0	9	5.8	25	5.4	16	5.2	13
Grade 8 October 1968 N= No Classes	Q_3	111	75	108	69			10.1	75	9.0	59			9.5	75	8.6	55		
	Q_2	100	50	95	38			8.1	50	6.9	38			8.4	50	6.9	28		
	Q_1	89	25	85	17			5.8	25	5.0	14			6.7	25	5.9	13		

School Farren-Taylor Homes (D.13) Kg.-2 Enrollment 518

	Entering First Year Readiness		
	National	City	School
N= 207	%	%	%
Ready	69	52	37
Probably Not Ready	24	35	44
Not Ready	7	13	19

	Mid First Year School Learning Ability					
	National		City		School	
N=211	IQ	PR	IQ	PR	IQ	PR
Q_3	109	75	110	78	103	54
Q_2	102	50	103	54	97	32
Q_1	95	25	95	26	90	14

Explanation

For explanation and interpretation in addition to the following definitions of the symbols used, see the introduction.

N = number of pupils
% = percent
Q_1 = point below which 25% of scores fall
Q_2 = median or middle score; 50% of scores are higher; 50% are lower
Q_3 = point below which 75% of scores fall
PR = percentile rank
GE = grade equivalent
IQ = school learning ability derived from intelligence tests

Grade Level, Number Tested, and Quartiles		School Learning Ability						Reading						Arithmetic Computation					
		National		City		School		National		City		School		National		City		School	
		IQ	PR	IQ	PR	IQ	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR
Pre-Fourth Grade(PIGT) April 1969 N= No Classes	Q_3	111	75	106	63			4.6	75	3.9	60			4.0	75	4.1	81		
	Q_2	102	50	98	37			3.5	50	3.2	34			3.7	50	3.6	45		
	Q_1	94	25	89	15			2.9	25	2.7	18			3.3	25	2.9	16		
Grade 6 March 1969 N=No Classes	Q_3	111	75	106	65			9.0	75	7.1	55			7.4	75	7.4	75		
	Q_2	100	50	95	38			6.7	50	5.3	29			6.5	50	6.1	35		
	Q_1	89	25	84	16			5.1	25	4.3	13			5.8	25	5.4	16		
Grade 8 October 1968 N= No Classes	Q_3	111	75	108	69			10.1	75	9.0	59			9.5	75	8.6	55		
	Q_2	100	50	95	38			8.1	50	6.9	38			8.4	50	6.9	28		
	Q_1	89	25	85	17			5.8	25	5.0	14			6.7	25	5.9	13		

School Scott (D. 14) K-6 Enrollment 1234

	Entering First Year Readiness		
	National	City	School
N= 177	%	%	%
Ready	69	52	22
Probably Not Ready	24	35	40
Not Ready	7	13	38

	Mid First Year School Learning Ability					
	National		City		School	
N=159	IQ	PR	IQ	PR	IQ	PR
Q_3	109	75	110	78	102	50
Q_2	102	50	103	54	95	26
Q_1	95	25	95	26	88	10

Explanation

For explanation and interpretation in addition to the following definitions of the symbols used, see the introduction.

N = number of pupils
% = percent
Q_1 = point below which 25% of scores fall
Q_2 = median or middle score; 50% of scores are higher; 50% are lower
Q_3 = point below which 75% of scores fall
PR = percentile rank
GE = grade equivalent
IQ = school learning ability derived from intelligence tests

Grade Level, Number Tested, and Quartiles		School Learning Ability						Reading						Arithmetic Computation					
		National		City		School		National		City		School		National		City		School	
		IQ	PR	IQ	PR	IQ	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR
Pre-Fourth Grade(PICT) April 1969 N=131	Q_3	111	75	106	63	101	48	4.6	75	3.9	60	3.3	38	4.0	75	4.1	81	3.6	45
	Q_2	102	50	98	37	91	19	3.5	50	3.2	34	2.8	22	3.7	50	3.6	45	2.8	13
	Q_1	94	25	89	15	83	7	2.9	25	2.7	18	2.3	9	3.3	25	2.9	16	2.2	4
Grade 6 March 1969 N=140	Q_3	111	75	106	65	95	38	9.0	75	7.1	55	5.0	24	7.4	75	7.4	75	5.5	18
	Q_2	100	50	95	38	85	17	6.7	50	5.3	29	4.3	13	6.5	50	6.1	35	5.0	9
	Q_1	89	25	84	16	75	6	5.1	25	4.3	13	3.6	6	5.8	25	5.4	16	4.7	6
Grade 8 October 1968 N=No Classes	Q_3	111	75	108	69			10.1	75	9.0	59			9.5	75	8.6	55		
	Q_2	100	50	95	38			8.1	50	6.9	38			8.4	50	6.9	28		
	Q_1	89	25	85	17			5.8	25	5.0	14			6.7	25	5.9	13		

RESULTS OF CITY-WIDE TESTING PROGRAM 1968-1969
CHICAGO PUBLIC SCHOOLS

School Woodson North (D. 23) 4-6 Enrollment 973

	Entering First Year Readiness		
	National	City	School
N=No classes	%	%	%
Ready	69	52	
Probably Not Ready	24	35	
Not Ready	7	13	

	Mid First Year School Learning Ability					
	National		City		School	
N= No classes	IQ	PR	IQ	PR	IQ	PR
Q_3	109	75	110	78		
Q_2	102	50	103	54		
Q_1	95	25	95	26		

Explanation

For explanation and interpretation in addition to the following definitions of the symbols used, see the introduction.

N = number of pupils
% = percent
Q_1 = point below which 25% of scores fall
Q_2 = median or middle score; 50% of scores are higher; 50% are lower
Q_3 = point below which 75% of scores fall
PR = percentile rank
GE = grade equivalent
IQ = school learning ability derived from intelligence tests

Grade Level, Number Tested, and Quartiles		School Learning Ability						Reading						Arithmetic Computation					
		National		City		School		National		City		School		National		City		School	
		IQ	PR	IQ	PR	IQ	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR
Pre-Fourth Grade(PIGT) April 1969 N= No classes	Q_3	111	75	106	63			4.6	75	3.9	60			4.0	75	4.1	81		
	Q_2	102	50	98	37			3.5	50	3.2	34			3.7	50	3.6	45		
	Q_1	94	25	89	15			2.9	25	2.7	18			3.3	25	2.9	16		
Grade 6 March 1969 N= 303	Q_3	111	75	106	65	[illegible]	[illegible]	[illegible]	75	7.1	55	5.6	35	7.4	75	7.4	75	6.4	49
	Q_2	100	50	95	38	89	25	6.7	50	5.3	29	4.8	21	6.5	50	6.1	35	5.8	26
	Q_1	89	25	84	16	79	9	5.1	25	4.3	13	4.1	9	5.8	25	5.4	16	5.1	11
Grade 8 October 1968 N= No classes	Q_3	111	75	108	69			10.1	75	9.0	59			9.5	75	8.6	55		
	Q_2	100	50	95	38			8.1	50	6.9	38			8.4	50	6.9	28		
	Q_1	89	25	85	17			5.8	25	5.0	14			6.7	25	5.9	13		

RESULTS OF CITY-WIDE TESTING PROGRAM 1968-1969
CHICAGO PUBLIC SCHOOLS

School Judd (D. 23) Kg-6 Enrollment 683

	Entering First Year Readiness		
	National	City	School
N=94	%	%	%
Ready	69	52	24
Probably. Not Ready	24	35	49
Not Ready	7	13	27

	Mid First Year School Learning Ability					
	National		City		School	
N=91	IQ	PR	IQ	PR	IQ	PR
Q_3	109	75	110	78	105	60
Q_2	102	50	103	54	97	32
Q_1	95	25	95	26	89	12

Explanation

For explanation and interpretation in addition to the following definitions of the symbols used, see the introduction.

N = number of pupils
% = percent
Q_1 = point below which 25% of scores fall
Q_2 = median or middle score; 50% of scores are higher; 50% are lower
Q_3 = point below which 75% of scores fall
PR = percentile rank
GE = grade equivalent
IQ = school learning ability derived from intelligence tests

Grade Level, Number Tested, and Quartiles		School Learning Ability						Reading						Arithmetic Computation					
		National		City		School		National		City		School		National		City		School	
		IQ	PR	IQ	PR	IQ	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR
Pre-Fourth Grade(PIGT) April 1969 N= 98	Q_3	111	75	106	63	98	37	4.6	75	3.9	60	3.3	38	4.0	75	4.1	81	3.4	32
	Q_2	102	50	98	37	91	19	3.5	50	3.2	34	2.8	22	3.7	50	3.6	45	2.9	16
	Q_1	94	25	89	15	83	7	2.9	25	2.7	18	2.4	11	3.3	25	2.9	16	2.3	5
Grade 6 March 1969 N= 69	Q_3	111	75	106	65	97	43	9.0	75	7.1	55	5.7	36	7.4	75	7.4	75	7.5	77
	Q_2	100	50	95	38	89	25	6.7	50	5.3	29	5.1	26	6.5	50	6.1	35	6.3	44
	Q_1	89	25	84	16	79	9	5.1	25	4.3	13	4.2	11	5.8	25	5.4	16	5.4	16
Grade 8 October 1968 N= No classes	Q_3	111	75	108	69			10.1	75	9.0	59			9.5	75	8.6	55		
	Q_2	100	50	95	38			8.1	50	6.9	38			8.4	50	6.9	28		
	Q_1	89	25	85	17			5.8	25	5.0	14			6.7	25	5.9	13		

RESULTS OF CITY-WIDE TESTING [illegible]
CHICAGO PUBLIC SCHOOLS

School Shakespeare (D. 23) Kg-6 Enrollment 13 65

	Entering First Year Readiness		
	National	City	School
N= 192	%	%	%
Ready	69	52	33
Probably Not Ready	24	35	52
Not Ready	7	13	15

	Mid First Year School Learning Ability					
	National		City		School	
N=190	IQ	PR	IQ	PR	IQ	PR
Q_3	109	75	110	78	99	40
Q_2	102	50	103	54	95	26
Q_1	95	25	95	26	88	10

Explanation

For explanation and interpretation in addition to the following definitions of the symbols used, see the introduction.

N = number of pupils
% = percent
Q_1 = point below which 25% of scores fall
Q_2 = median or middle score; 50% of scores are higher; 50% are lower
Q_3 = point below which 75% of scores fall
PR = percentile rank
GE = grade equivalent
IQ = school learning ability derived from intelligence tests

Grade Level, Number Tested, and Quartiles		School Learning Ability						Reading						Arithmetic Computation					
		National		City		School		National		City		School		National		City		School	
		IQ	PR	IQ	PR	IQ	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR
Pre-Fourth Grade(PIGT) April 1969 N= 204	Q_3	111	75	106	63	97	34	4.6	75	3.9	60	3.1	32	4.0	75	4.1	81	3.3	27
	Q_2	102	50	98	37	89	15	3.5	50	3.2	34	2.6	15	3.7	50	3.6	45	2.6	11
	Q_1	94	25	89	15	83	7	2.9	25	2.7	18	2.1	5	3.3	25	2.9	16	2.1	3
Grade 6 March 1969 N= 159	Q_3	111	75	106	65	94	35	9.0	75	7.1	55	5.3	29	7.4	75	7.4	75	6.0	32
	Q_2	100	50	95	38	85	17	6.7	50	5.3	29	4.2	11	6.5	50	6.1	35	5.4	16
	Q_1	89	25	84	16	75	6	5.1	25	4.3	13	3.5	5	5.8	25	5.4	16	4.8	7
Grade 8 October 1968 N= No classes	Q_3	111	75	108	69			10.1	75	9.0	59			9.5	75	8.6	55		
	Q_2	100	50	95	38			8.1	50	6.9	38			8.4	50	6.9	28		
	Q_1	89	25	85	17			5.8	25	5.0	14			6.7	25	5.9	13		

RESULTS OF CITY-WIDE TESTING PROGRAM 1968-1969
CHICAGO PUBLIC SCHOOLS

School Lawson (D. 19) Kg-6 Enrollment 1,835

	Entering First Year Readiness		
	National	City	School
N= 249	%	%	%
Ready	69	52	32
Probably Not Ready	24	35	53
Not Ready	7	13	15

	Mid First Year School Learning Ability					
	National		City		School	
N= 256	IQ	PR	IQ	PR	IQ	PR
Q_3	109	75	110	78	106	64
Q_2	102	50	103	54	98	36
Q_1	95	25	95	26	91	16

Explanation

For explanation and interpretation in addition to the following definitions of the symbols used, see the introduction.

N = number of pupils
% = percent
Q_1 = point below which 25% of scores fall
Q_2 = median or middle score; 50% of scores are higher; 50% are lower
Q_3 = point below which 75% of scores fall
PR = percentile rank
GE = grade equivalent
IQ = school learning ability derived from intelligence tests

Grade Level, Number Tested, and Quartiles		School Learning Ability						Reading						Arithmetic Computation					
		National		City		School		National		City		School		National		City		School	
		IQ	PR	IQ	PR	IQ	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR
Pre-Fourth Grade(PIGT) April 1969 N= 238	Q_3	111	75	106	63	103	56	4.6	75	3.9	60	3.3	38	4.0	75	4.1	81	3.7	54
	Q_2	102	50	98	37	95	28	3.5	50	3.2	34	2.9	26	3.7	50	3.6	45	3.1	20
	Q_1	94	25	89	15	87	11	2.9	25	2.7	18	2.4	11	3.3	25	2.9	16	2.4	7
Grade 6 March 1969 N= 223	Q_3	111	75	106	65	98	45	9.0	75	7.1	55	5.5	33	7.4	75	7.4	75	6.1	35
	Q_2	100	50	95	38	90	27	6.7	50	5.3	29	4.6	16	6.5	50	6.1	35	5.5	18
	Q_1	89	25	84	16	78	8	5.1	25	4.3	13	3.8	7	5.8	25	5.4	16	5.0	9
Grade 8 October 1968 N= No Classes	Q_3	111	75	108	69			10.1	75	9.0	59			9.5	75	8.6	55		
	Q_2	100	50	95	38			8.1	50	6.9	38			8.4	50	6.9	28		
	Q_1	89	25	85	17			5.8	25	5.0	14			6.7	25	5.9	13		

RESULTS OF CITY-WIDE TESTING PROGRAM 1968-1969
CHICAGO PUBLIC SCHOOLS

School Hollison (D. 23) Kg- 6 Enrollment 875

	Entering First Year Readiness		
	National	City	School
N= 131	%	%	%
Ready	69	52	41
Probably Not Ready	24	35	47
Not Ready	7	13	12

	Mid First Year School Learning Ability					
	National		City		School	
N= 125	IQ	PR	IQ	PR	IQ	PR
Q_3	109	75	110	78	103	54
Q_2	102	50	103	54	96	30
Q_1	95	25	95	26	88	10

Explanation

For explanation and interpretation in addition to the following definitions of the symbols used, see the introduction.

N = number of pupils
% = percent
Q_1 = point below which 25% of scores fall
Q_2 = median or middle score; 50% of scores are higher; 50% are lower
Q_3 = point below which 75% of scores fall
PR = percentile rank
GE = grade equivalent
IQ = school learning ability derived from intelligence tests

Grade Level, Number Tested, and Quartiles		School Learning Ability						Reading						Arithmetic Computation					
		National		City		School		National		City		School		National		City		School	
		IQ	PR	IQ	PR	IQ	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR
Pre-Fourth Grade(PIGT) April 1969 N= 101	Q_3	111	75	106	63	106	63	4.6	75	3.9	60	3.9	60	4.0	75	4.1	81	3.8	63
	Q_2	102	50	98	37	98	37	3.5	50	3.2	34	3.1	32	3.7	50	3.6	45	3.1	20
	Q_1	94	25	89	15	88	13	2.9	25	2.7	18	2.1	5	3.3	25	2.9	16	2.1	3
Grade 6 March 1969 N= 112	Q_3	111	75	106	65	96	40	9.0	75	7.1	55	6.1	43	7.4	75	7.4	75	6.2	39
	Q_2	100	50	95	38	90	27	6.7	50	5.3	29	5.1	26	6.5	50	6.1	35	5.8	26
	Q_1	89	25	84	16	79	9	5.1	25	4.3	13	4.1	9	5.8	25	5.4	16	5.2	13
Grade 8 October 1968 N= No classes	Q_3	111	75	108	69			10.1	75	9.0	59			9.5	75	8.6	55		
	Q_2	100	50	95	38			8.1	50	6.9	38			8.4	50	6.9	28		
	Q_1	89	25	85	17			5.8	25	5.0	14			6.7	25	5.9	13		

RESULTS OF CITY-WIDE TESTING PROGRAM 1968-1969
CHICAGO PUBLIC SCHOOLS

School Chalmers (D. 19) Kg-6 Enrollment 888

	Entering First Year Readiness		
	National	City	School
N= 118	%	%	%
Ready	69	52	27
Probably Not Ready	24	35	53
Not Ready	7	13	20

	Mid First Year School Learning Ability					
	National		City		School	
N=118	IQ	PR	IQ	PR	IQ	PR
Q_3	109	75	110	78	106	64
Q_2	102	50	103	54	100	43
Q_1	95	25	95	26	92	18

Explanation

For explanation and interpretation in addition to the following definitions of the symbols used, see the introduction.

N = number of pupils
% = percent
Q_1 = point below which 25% of scores fall
Q_2 = median or middle score; 50% of scores are higher; 50% are lower
Q_3 = point below which 75% of scores fall
PR = percentile rank
GE = grade equivalent
IQ = school learning ability derived from intelligence tests

Grade Level, Number Tested, and Quartiles		School Learning Ability						Reading						Arithmetic Computation					
		National		City		School		National		City		School		National		City		School	
		IQ	PR	IQ	PR	IQ	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR
Pre-Fourth Grade(PIGT) April 1969 N= 116	Q_3	111	75	106	63	105	60	4.6	75	3.9	60	3.1	32	4.0	75	4.1	81	3.6	45
	Q_2	102	50	98	37	95	28	3.5	50	3.2	34	2.7	18	3.7	50	3.6	45	3.2	23
	Q_1	94	25	89	15	88	13	2.9	25	2.7	18	2.2	7	3.3	25	2.9	16	2.6	11
Grade 6 March 1969 N= 115	Q_3	111	75	106	65	102	55	9.0	75	7.1	55	5.8	38	7.4	75	7.4	75	6.3	44
	Q_2	100	50	95	38	92	31	6.7	50	5.3	29	4.8	21	6.5	50	6.1	35	5.5	18
	Q_1	89	25	84	16	80	11	5.1	25	4.3	13	4.2	11	5.8	25	5.4	16	5.0	9
Grade 8 October 1968 N= No Classes	Q_3	111	75	108	69			10.1	75	9.0	59			9.5	75	8.6	55		
	Q_2	100	50	95	38			8.1	50	6.9	38			8.4	50	6.9	28		
	Q_1	[illegible]	25	[illegible]	17			5.8	25	5.0	14			6.7	25	5.9	13		

RESULTS OF CITY-WIDE TESTING PROGRAM 1968-1969
CHICAGO PUBLIC SCHOOLS

School Pope (D. 19) Kg-6 Enrollment 938

	Entering First Year Readiness		
	National	City	School
N= 115	%	%	%
Ready	69	52	25
Probably Not Ready	24	35	54
Not Ready	7	13	21

	Mid First Year School Learning Ability					
	National		City		School	
N= 114	IQ	PR	IQ	PR	IQ	PR
Q_3	109	75	110	78	104	58
Q_2	102	50	103	54	98	36
Q_1	95	25	95	26	90	14

Explanation

For explanation and interpretation in addition to the following definitions of the symbols used, see the introduction.

N = number of pupils
% = percent
Q_1 = point below which 25% of scores fall
Q_2 = median or middle score; 50% of scores are higher; 50% are lower
Q_3 = point below which 75% of scores fall
PR = percentile rank
GE = grade equivalent
IQ = school learning ability derived from intelligence tests

Grade Level, Number Tested, and Quartiles		School Learning Ability						Reading						Arithmetic Computation					
		National		City		School		National		City		School		National		City		School	
		IQ	PR	IQ	PR	IQ	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR
Pre-Fourth Grade(PIGT) April 1969 N= 132	Q_3	111	75	106	63	97	34	4.6	75	3.9	60	3.1	32	4.0	75	4.1	81	3.4	32
	Q_2	102	50	98	37	88	13	3.5	50	3.2	34	2.7	18	3.7	50	3.6	45	2.8	13
	Q_1	94	25	89	15	80	4	2.9	25	2.7	18	2.3	9	3.3	25	2.9	16	2.3	5
Grade 6 March 1969 N= 122	Q_3	111	75	106	65	101	52	9.0	75	7.1	55	5.5	33	7.4	75	7.4	75	6.6	53
	Q_2	100	50	95	38	89	25	6.7	50	5.3	29	4.5	15	6.5	50	6.1	35	5.8	26
	Q_1	89	25	84	16	81	12	5.1	25	4.3	13	3.8	7	5.8	25	5.4	16	5.2	13
Grade 8 October 1968 N= No Classes	Q_3	111	75	108	69			10.1	75	9.0	59			9.5	75	8.6	55		
	Q_2	100	50	95	38			8.1	50	6.9	38			8.4	50	6.9	28		
	Q_1	89	25	85	17			5.8	25	5.0	14			6.7	25	5.9	13		

RESULTS OF CITY-WIDE TESTING PROGRAM 1968-1969
CHICAGO PUBLIC SCHOOLS

School Stewart (D. 24) Kg-6 Enrollment 1,107

	Entering First Year Readiness		
	National	City	School
N= 174	%	%	%
Ready	69	52	32
Probably Not Ready	24	35	42
Not Ready	7	13	26

	Mid First Year School Learning Ability					
	National		City		School	
N= 173	IQ	PR	IQ	PR	IQ	PR
Q_3	109	75	110	78	110	78
Q_2	102	50	103	54	100	43
Q_1	95	25	95	26	93	21

Explanation

For explanation and interpretation in addition to the following definitions of the symbols used, see the introduction.

N = number of pupils
% = percent
Q_1 = point below which 25% of scores fall
Q_2 = median or middle score; 50% of scores are higher; 50% are lower
Q_3 = point below which 75% of scores fall
PR = percentile rank
GE = grade equivalent
IQ = school learning ability derived from intelligence tests

Grade Level, Number Tested, and Quartiles		School Learning Ability						Reading						Arithmetic Computation					
		National		City		School		National		City		School		National		City		School	
		IQ	PR	IQ	PR	IQ	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR
Pre-Fourth Grade (PIGT) April 1969 N= 179	Q_3	111	75	106	63	102	52	4.6	75	3.9	60	3.2	34	4.0	75	4.1	81	3.8	63
	Q_2	102	50	98	37	93	23	3.5	50	3.2	34	2.8	22	3.7	50	3.6	45	3.3	27
	Q_1	94	25	89	15	84	8	2.9	25	2.7	18	2.3	9	3.3	25	2.9	16	2.6	11
Grade 6 March 1969 N= 143	Q_3	111	75	106	65	104	60	9.0	75	7.1	55	6.4	47	7.4	75	7.4	75	6.7	58
	Q_2	100	50	95	38	89	25	6.7	50	5.3	29	4.8	21	6.5	50	6.1	35	5.8	26
	Q_1	89	25	84	16	78	8	5.1	25	4.3	13	3.9	8	5.8	25	5.4	16	5.0	9
Grade 8 October 1968 N= No Classes	Q_3	111	75	108	69			10.1	75	9.0	59			9.5	75	8.6	55		
	Q_2	100	50	95	38			8.1	50	6.9	38			8.4	50	6.9	28		
	Q_1	89	25	85	17			5.8	25	5.0	14			6.7	25	5.9	13		

POPULATION SELECTION
AND CHARACTERISTICS
(STUDENT PROFILES)

llla. Individual Profiles: by School. Table 5 presents a random Sample of twenty-five students selected form both the fourth and fifth grades in each Target School.

1. The column categories are as follows:

   a. Grade Equivalency

The tests of achievement, the Metropolitan Achievement Tests, Elementary Battery, Form B. A brief description of the seven subtests of the Metropolitan Achievement Tests will heop make the analysis of the tables describing each schools test results more meaningful.

This comprehensive test battery was administered to these children when they were about to leave the primary grades and enter fourth grade.

1. "Word Know." = Test 1. Word Knowledge - In each item the word to be defined is presented in a very brief sentence. Emphasis is on knowledge of the literal meaning of words.
2. "Word Disc." = Test 2. Word Discrimination - This is a test of ability to select a given word from among several words of similar configuration.
3. "Read." = Test 3. Reading-- a series of reading selections is followed by several questions designed to measure various aspects of reading comprehension.
4. "Spel." = Test 4. -- Spelling -- Each word to be spelled is presented orally by the examiner in an illustrative sentence.
5. "Lang." = Test 5. - Language -- The test is comprised of two parts - language usage; punctuation and capitalization skills.

6. "Arith. Comp.: = Test 6. --Arithmetic Computation-- This test is a measure of skill in the four fundamental arithmetic operations.
7. "Arith. Prob." = Test 7. Arithmetic Problem Solving and Concepts-- This test measures ability to solve verbal problems, and measures important understandings and concepts.

b. General Information

1. "abs." = absences --The average daily attendance for January to June, 1970 taken from the Principals' Report for the Elementary School is stated in percent of the total membership.
2. "S.L.A." = School Learning Ability, the Kuhlmann-Anderson Intelligence Test, Form C score is stated. This measures areas of abilities which roughly indicate the rate at which the pupil will acquire academic knowledge or skill.
3. "Age." = the chronological age of the child as of November 1, 1970.
4. " Grade Level" reports the expected grade level for school year 1970-1971.

Individual Student Profiles: Farren Elementary School (4th Gr

* The average daily attendence for January to June, 1970 taken from the Principal's Monthly Report for the Farren Elementary School is 87.96% of the total membership.

Grade Equivalency (Spring, 1970)							General Information			
Word Know.	Word Disc.	Read	Spel.	Lang.	Arith. Comp.	Arith. Prob.	Abs.	S.L.A.	Age	Grade Level
2.8	3.4	3.8	2.7	3.4	2.9	2.8	*	96	9-0	4
1.8	0.5	0.5	0.5	1.0	0.5	1.9	*	81	10-1	4
2.3	2.3	2.6	0.5	2.7	2.9	2.7	*	75	10-10	4
2.2	2.6	2.3	2.6	1.0	2.5	2.3	*	79	10-2	4
3.5	3.4	3.2	4.3	3.5	4.2	3.6	*	91	9-5	4
3.1	3.9	4.5	7.2	5.3	3.7	4.2	*	104	9-3	4
2.8	2.6	2.5	2.5	2.1	3.4	2.6	*	78	10-9	4
2.5	2.1	2.2	2.6	1.3	2.5	2.3	*	89	9-8	4
3.4	3.2	2.9	3.3	3.1	3.8	3.4	*	95	10-7	4
3.0	3.1	3.5	2.4	2.8	1.7	2.7	*	84	9-5	4
2.6	2.2	3.0	4.6	3.9	3.3	4.2	*	96	9-0	4
1.7	2.4	2.6	0.5	1.0	2.1	0.5	*	77	10-10	4
4.1	3.8	5.4	4.9	3.7	3.9	4.0	*	116	9-3	4
2.9	2.9	3.6	4.2	3.8	4.2	3.3	*	96	9-3	4
2.8	2.7	3.1	3.8	2.8	2.1	2.3	*	87	9-8	4
3.1	3.1	3.4	3.0	3.2	3.3	2.8	*	111	8-10	4
2.4	3.3	3.4	3.1	3.2	3.6	3.1	*	106	9-7	4
2.6	3.1	3.2	3.9	2.1	3.6	2.8	*	88	10-8	4
2.8	3.0	2.2	3.9	2.0	2.2	2.6	*	90	10-6	4
4.0	3.6	3.9	4.0	3.5	4.4	4.6	*	94	10-3	4
2.8	2.9	2.7	2.6	3.2	2.0	2.9	*	74	9-0	4
3.4	3.7	4.3	5.3	4.0	3.4	2.7	*	104	9-3	4
3.1	3.2	3.6	3.0	2.9	4.1	4.7	*	115	9-6	4
2.2	2.9	2.9	2.3	3.1	2.7	2.6	*	90	10-0	4
1.9	2.7	2.8	0.5	2.2	2.3	2.4	*	88	9-4	4

Individual Student Profiles: Scott Elementary School (4th Grad

* The average daily attendence for January to June, 1970 taken from the Principal's Monthly Report for the Scott Elemenatry School is 84.45% of the total membership.

Grade Equivalency (Spring, 1970)							General Information			
Word Know.	Word Disc.	Read	Spel.	Lang.	Arith. Comp.	Arith. Prob.	Abs.	S.L.A.	Age	Grade Level
2.8	2.7	2.4	2.7	2.2	4.1	2.7	*	91	9-9	4
2.1	3.5	3.6	5.3	2.9	4.0	3.1	*	97	9-6	4
1.9			3.1	1.3	3.2	2.7	*	89	9-9	4
1.3	2.3	2.3	0.5	1.0	2.3	2.7	*	80	9-8	4
3.6	3.8	3.4	4.7	3.7	3.7	2.9	*	98	9-8	4
3.5	2.9	3.2	3.5	2.5	3.7	2.4	*	109	9-11	4
1.7	2.9	2.0	2.5	1.0	2.1	2.6	*	100	9-1	4
3.6	3.7	3.2	3.6	2.5	2.7	2.4	*	87	9-5	4
2.8	2.4	2.2	2.1	1.0	3.2	2.4	*	82	9-2	4
2.3	2.3	3.2	2.0	1.3	3.7	2.3	*	90	9-8	4
1.7	1.6	2.3	0.5	1.4	2.5	2.3	*	91	9-7	4
5.6	5.1	5.1	4.6	3.3	4.1	3.0	*	101	9-6	4
2.0	2.8	3.0	3.0	2.8	2.5	3.0	*	100	9-6	4
2.9	3.8	3.1	3.5	3.5	3.9	4.1	*	97	10-1	4
1.7	2.7	1.8	1.8	1.4	2.7	2.3	*	92	9-0	4
2.4	2.9	1.5	2.9	2.0	4.0	2.4	*	75	9-4	4
2.5	2.9	2.2	3.8	1.9	2.1	2.6	*	96	9-8	4
2.6	2.1	2.6	2.9	1.2	2.3	2.6	*	95	9-0	4
1.1	2.1	2.2	0.5	1.0	2.1	2.3	*	76	9-2	4
1.5	2.2	2.1	1.6	1.5	2.3	1.9	*	88	9-11	4
2.9	2.7	3.3	2.9	3.5	3.8	2.9	*	102	9-4	4
1.3	2.5	2.4	1.6	1.3	3.1	2.6	*	85	9-6	4
1.3	2.2	1.9	2.3	1.0	2.3	2.6	*	91	9-7	4
1.1	2.4	2.8	1.8	2.0	2.9	1.9	*	91	9-4	4
2.0	1.8	1.9	2.0	1.0	2.5	2.3	*	90	9-8	4

Individual Student Profiles: Woodson North Elementary School (4th Grade)

* The average daily attendence for January to June, 1970 taken from the Principal's Report for the Woodson North Elementary School is 89.05% of the total membership.

Grade Equivalency (Spring, 1970)							General Information				
Word Know.	Word Disc.	Read	Spel.	Lang.	Arith. Comp.	Arith. Prob.	Abs.	S.L.A.	Age	Grade Level	s.
3.5	2.3	3.0	2.4	3.5	3.6	3.0	*	96	10	4	
3.0	2.8	2.6	3.2	1.7	2.7	2.7	*	88	9-6	4	
3.4	3.6	3.3	3.5	2.0	3.4	2.9	*	87	9-8	4	
3.1	2.4	2.0	2.1	2.1	3.6	1.9	*	88	9-10	4	
3.2	3.6	3.8	4.1	3.2	3.3	3.1	*	95	9-7	4	
2.8	3.1	2.5	3.1	2.5	3.2	0.5	*	98	9-7	4	
2.2	2.4	2.7	2.4	1.7	2.0	2.6	*	90	9-5	4	
3.7	3.3	3.5	3.9	2.1	4.3	4.6	*	88	10-10	4	
2.2	2.4	3.4	3.3	1.4	3.9	3.5	*	86	9-9	4	
2.6	5.5	5.7	3.9	1.5	3.9	3.7	*	90	9-9	4	
2.9	3.4	3.4	4.3	2.0	4.0	4.0	*	95	9-9	4	
3.1	3.1	3.7	4.4	2.5	3.6	3.7	*	110	8-11	4	
2.3	2.4	2.2	1.6	1.0	2.7	2.6	*	92	9-5	4	
4.8	3.8	3.9	4.4	3.2	3.6	3.4	*	93	9-6	4	
4.0	4.0	3.6	5.1	4.1	3.5	3.7	*	113	8-11	4	
6.3	5.5	4.5	8.1	5.3	4.4	4.3	*	109	10-1	4	
3.2	3.3	3.6	4.4	3.4	3.9	3.4	*	104	8-10	4	
2.9	3.6	4.0	3.9	2.7	3.8	3.3	*	99	9-8	4	
2.5	2.6	2.3	2.0	3.2	2.9	2.6	*	77	10-0	4	
2.6	2.3	2.3	3.0	3.2	2.2	3.1	*	98	9-4	4	
3.7	3.4	4.4	4.1	2.7	4.6	3.8	*	99	10-3	4	
1.8	2.4	2.6	2.0	2.2	4.0	2.4	*	97	9-3	4	
0.5	0.5	1.7	0.5	3.2	1.5	2.7	*	78	10-1	4	
2.6	2.3	2.6	2.1	2.1	4.1	3.8	*	107	9-0	4	
4.1	4.3	3.4	5.0	2.8	3.3	3.1	*	96	9-8	4	

Individual Student Profiles: Judd Elementary School (4th Grade)

* The average daily attendence for January to June, 1970 taken from the Principal's Monthly Report for the Judd Elementary School is 87.74% of the total membership.

Grade Equivalency (Spring, 1970)							General Information			
Word Know.	Word Disc.	Read	Spel.	Lang.	Arith. Comp.	Arith. Prob.	Abs.	S.L.A.	Age	Grade Level
2.4	2.6	2.5	2.1	2.1	3.9	2.3	*	93	9-0	4
2.3	1.6	1.8	0.5	2.1	2.3	2.7	*	78	10-2	4
2.8	3.1	2.6	2.6	2.9	3.2	3.4	*	97	9-9	4
2.1	2.3	2.7	1.8	3.1	2.7	2.1	*	104	9-8	4
2.4	2.5	2.4	1.6	1.7	3.9	2.6	*	83	10-1	4
2.8	2.9	3.3	3.6	1.7	3.7	3.3	*	92	10-9	4
2.6	2.4	2.2	1.6	3.4	4.1	2.9	*	86	10-11	4
2.6	2.3	3.2	2.9	3.2	2.3	2.8	*	86	9-2	4
2.6	2.6	2.5	1.6	2.4	2.6	2.1	*	94	9-0	4
3.7	2.4	2.4	2.6	2.9	2.5	2.9	*	100	9-6	4
2.5	2.4	2.2	2.0	2.1	2.9	2.3	*	80	10-1	4
2.0	2.2	2.2	1.6	1.9	3.5	2.9	*	79	10-4	4
3.0	3.0	3.5	3.7	3.2	3.1	3.2	*	82	10-3	4
2.3	2.7	1.7	2.9	3.1	3.9	2.7	*	85	10-3	4
2.8	2.8	2.5	0.5	2.4	3.3	2.3	*	94	9-6	4
2.8	2.8	2.7	3.7	2.1	3.4	2.6	*	100	9-1	4
2.8	2.8	2.8	4.2	2.9	3.0	2.7	*	93	9-9	4
0.5	2.2	2.3	1.6	2.4	3.3	2.7	*	87	9-1	4
2.1	2.6	2.9	3.0	3.7	3.9	2.9	*	79	10-0	4
2.4	2.2	2.8	1.8	1.3	2.6	2.3	*	85	9-10	4
2.8	1.6	2.0	2.1	2.0	3.5	2.7	*	98	9-10	4
2.9	2.8	1.8	0.5	2.9	3.2	2.4	*	92	9-10	4
2.6	3.1	2.7	3.4	2.5	3.6	3.8	*	99	8-11	4
2.8	3.3	3.1	3.6	2.9	4.0	3.9	*	86	10-1	4
2.4	2.6	2.8	2.4	2.4	3.7	4.0	*	90	10-2	4

Individual Student Profiles: Farren Elementary School (5th Grade)

* The average daily attendence for January to June, 1970 taken from the Principal's Monthly Report for the Farren Elementary School is 87.96% of the total membership.

Grade Equivalency (Spring, 1969)							General Information			
Word Know.	Word Disc.	Read	Spel.	Lang.	Arith. Comp.	Arith. Prob.	Abs.	S.L.A.	Age	Grade Level
2.0	2.4	2.6	2.7	3.5	3.1	2.3	*	75	10-7	5
3.2	3.6	3.7	4.4	3.2	4.0	4.4	*	108	10-4	5
2.4	2.2	2.7	2.5	2.7	4.1	3.3	*	99	10-10	5
3.1	3.0	2.8	2.7	3.1	4.3	3.0	*	98	10	5
3.6	3.1	3.9	3.3	3.3	3.7	4.4	*	102	9-11	5
3.7	3.4	3.7	2.7	1.5	2.2	3.5	*	83	9-10	5
2.3	2.8	2.6	2.1	2.9	2.9	2.6	*	86	11	5
6.0	4.9	5.7	5.5	5.9	3.8	4.2	*	115	10-5	5
2.5	3.5	3.6	4.1	3.3	3.8	3.0	*	90	10-4	5
3.0	3.9	3.6	4.8	3.5	4.0	3.3	*	102	10-7	5
3.0	3.5	3.0	3.1	2.0	3.3	3.1	*	100	10-1	5
2.8	2.7	2.7	2.5	2.2	3.0	2.1	*	85	11-3	5
4.3	5.1	4.3	6.5	4.9	4.8	5.1	*	106	10-10	5
2.8	3.4	2.9	3.0	3.4	3.9	3.3	*	101	10-1	5
1.3	2.6	2.9	1.6	1.0	1.9	2.3	*	65	11-4	5
2.8	3.4	3.3	2.5	1.9	2.3	3.3	*	81	10-10	5
2.2	2.4	2.4	2.1	1.0	2.0	2.4	*	81	11-8	5
2.8	3.7	3.4	3.2	4.7	4.4	3.3	*	98	10-9	5
3.7	3.3	3.4	4.0	2.1	3.6	3.8	*	93	9-10	5
2.6	2.2	3.4	3.5	3.4	3.9	3.9	*	94	10-6	5
2.2	2.2	2.4	2.6	1.0	3.4	0.5	*	76	11-7	5
3.0	2.6	2.3	2.4	3.5	2.1	2.6	*	85	9-11	5
2.8	2.3	2.4	2.8	1.0	3.1	2.6	*	79	11-8	5
3.8	3.6	3.9	6.5	4.9	4.2	4.3	*	107	10-8	5
3.7	4.1	3.4	6.0	3.2	4.3	3.7	*	91	10-5	5

Individual Student Profiles: Scott Elementary School (5th Grade)

* The averag[illegible]ily attendence for January to June, 1970 taken from the Principal's Monthly Report for Scott Elementary School is 84.45% of the total membership.

Grade [illegible]valency (Spring, 1969)							General Information			
Word Know.	Word Disc.	Read	Spel.	Lang.	Arith. Comp.	Arith. Prob.	Abs.	S.L.A.	Age	Grade Level
3.3	3.8	3.1	4.5	3.4	3.3	3.0	*	89	10-7	5
2.1	2.9	2.6	3.4	2.1	2.5	2.4	*	88	[illegible]	5
3.7	3.5	3.3	2.8	2.2	2.7	2.8	*	96	10-1	5
4.4	4.6	4.5	4.1	3.9	3.6	3.9	*	106	10-6	5
3.0	2.7	2.2	0.5	2.0	2.6	2.3	*	89	10-5	5
1.0	2.3	2.2	0.5	1.0	2.0	1.9	*	80	10-9	5
2.1	2.5	2.6	1.8	1.0	2.6	2.1	*	93	10-5	5
2.2	2.5	2.4	3.1	1.4	3.7	2.6	*	93	11-9	5
2.4	3.2	2.7	3.3	4.7	2.7	2.8	*	93	11-9	5
0.5	1.8	0.5	0.5	1.0	0.5	1.9	*	82	10-3	5
0.5	0.5	1.5	0.5	1.9	1.9	1.9	*	75	10-2	5
2.3	2.6	1.8	3.1	2.9	2.5	2.6	*	92	10-4	5
2.4	2.8	3.0	2.4	2.5	2.6	2.3	*	96	10-6	5
1.7	1.6	1.7	0.5	1.3	2.1	2.6	*	81	10-8	5
2.4	3.1	3.4	2.6	2.9	3.6	2.9	*	81	12-1	5
2.2	2.2	2.3	2.0	2.1	3.6	2.9	*	96	10-10	5
2.5	2.8	3.1	2.9	3.5	3.2	2.6	*	102	10-7	5
2.1	1.4	2.0	1.8	2.5	3.4	2.4	*	105	10-0	5
2.6	2.6	3.9	2.9	3.5	3.3	2.9	*	101	10-3	5
3.8	3.9	4.2	4.9	5.0	4.0	4.0	*	108	10-0	5
1.7	2.2	2.7	0.5	1.2	2.5	2.1	*	106	10-5	5
2.8	2.8	2.9	3.1	2.7	3.8	3.1	*	82	11-6	5
2.8	3.2	2.8	3.3	1.2	1.7	3.0	*	82	9-11	5
2.3	2.8	2.4	3.5	3.5	3.6	2.1	*	91	10-4	5
0.5	2.5	2.4	0.5	1.3	2.5	2.1	*	87	10-9	5

Individual Student Profiles: Woodson North Elementary School (5th Grade)

* The average daily attendence for January to June, 1970 taken from the Principal's Report for the Woodson North Elementary School is 89.05% of the total membership.

Grade Equivalency	(Spring, 1969)						General Information			
Word Know.	Word Disc.	Read	Spel.	Lang.	Arith. Comp.	Arith. Prob.	Abs.	S.L.A.	Age	Grade Level
4.5	3.0	3.3	4.5	3.3	4.0	3.9	*	92	10-8	5
2.8	2.8	3.1	4.0	1.1	4.0	2.8	*	83	11-4	5
3.4	4.1	3.4	4.6	3.7	4.1	3.1	*	131	10	5
3.7	2.9	3.3	3.6	1.4	3.6	3.1	*	95	11-4	5
2.8	3.8	4.0	4.6	4.6	4.8	3.7	*	95	10-9	5
4.5	4.7	4.4	5.7	4.1	4.8	5.1	*	122	9-11	5
3.7	4.1	4.0	4.4	2.0	3.9	3.5	*	101	11	5
2.7	2.6	2.8	2.8	4.0	3.5	3.1	*	84	11-9	5
2.7	2.7	2.5	1.6	2.0	2.5	2.3	*	84	11-1	5
2.3	1.8	2.3	0.5	1.2	2.2	2.3	*	92	11-4	5
3.1	3.5	2.9	5.7	3.4	4.1	4.2	*	108	10-1	5
3.8	2.9	3.7	2.7	4.7	3.9	3.0	*	113	10-2	5
2.7	2.8	2.3	3.0	2.2	3.5	3.3	*	94	11-2	5
3.8	3.8	3.7	4.9	3.8	4.9	5.3	*	112	10-9	5
2.5	2.9	2.5	2.8	2.7	3.1	2.8	*	97	10-4	5
4.0	3.9	4.2	5.5	3.5	3.8	3.4	*	106	10-5	5
0.5	2.4	1.8	1.6	1.1	2.7	2.3	*	76	11-6	5
4.0	3.7	3.3	4.8	3.4	4.5	3.5	*	101	10-1	5
2.8	3.3	2.6	4.3	2.9	4.0	3.0	*	107	9-10	5
2.1	2.5	2.8	2.0	1.0	3.4	3.5	*	97	11	5
3.2	3.5	3.3	4.7	4.1	3.6	2.9	*	91	11-2	5
3.9	4.1	2.7	5.7	4.9	3.4	2.4	*	106	10-1	5
2.8	2.2	2.5	2.7	1.1	3.5	2.7	*	83	11-7	5
3.3	4.0	4.0	4.3	4.9	5.6	5.6	*	107	10-10	5
5.4	5.1	4.3	4.7	2.8	3.4	3.0	*	93	10-1	5

Individual Student Profiles: Judd Elementary School (5th Grade)

* The average daily attendence for January to June, 1970 taken from the Principal's Monthly Report for the Judd Elementary School is 87.74% of the total membership.

Grade Equivalency (Spring, 1969)							General Information			
Word Know.	Word Disc.	Read	Spel.	Lang.	Arith. Comp.	Arith. Prob.	Abs.	S.L.A.	Age	Grade Level
2.4	2.4	1.9	0.5	1.9	2.0	2.1	*	83	11-3	5
2.4	2.9	2.7	3.4	1.4	1.7	2.9	*	87	10-2	5
2.0	2.6	2.4	1.6	2.4	2.7	2.3	*	90	10-11	5
2.1	2.8	2.5	1.8	3.2	2.7	2.9	*	92	10-9	5
3.3	3.3	4.0	3.6	5.1	3.4	3.0	*	87	10-6	5
3.3	3.7	3.5	4.7	3.1	3.0	2.7	*	102	9-11	5
2.2	0.5	2.6	0.5	2.2	3.3	2.6	*	71	11-6	5
1.8	2.7	2.5	2.4	2.7	2.3	2.8	*	83	11-5	5
2.3	2.6	2.3	0.5	2.4	3.2	2.3	*	82	11-1	5
2.8	2.2	2.7	1.8	3.5	3.7	2.8	*	94	10-5	5
2.6	2.2	2.3	0.5	1.1	2.6	2.3	*	80	11-7	5
2.7	2.2	3.3	2.3	3.5	2.7	2.8	*	89	10-9	5
2.4	3.0	2.0	3.4	3.3	2.0	2.8	*	99	10-8	5
2.6	2.2	2.5	2.5	4.0	3.1	2.6	*	90	10-9	5
3.0	2.2	3.0	2.0	4.2	3.3	2.8	*	94	10-8	5
4.3	4.4	4.4	4.2	4.1	3.6	3.6	*	98	10-9	5
2.4	2.9	2.6	2.1	2.9	3.4	3.0	*	98	9-11	5
4.0	3.7	3.3	5.5	5.0	3.4	2.7	*	108	10-3	5
2.0	2.2	2.2	2.6	1.2	4.0	3.0	*	88	11-9	5
3.4	3.6	4.4	3.2	2.4	4.2	3.6	*	97	11	5
3.8	4.6	3.5	6.0	6.4	4.9	4.0	*	116	10-5	5
2.0	2.2	2.6	2.0	1.0	3.6	2.6	*	78	11-2	5
1.8	1.4	1.0	0.5	0.5	2.9	2.3	*	69	12-5	5
2.5	2.2	2.0	0.5	1.0	2.1	2.3	*	83	11-7	5
2.5	2.9	3.2	3.9	3.7	3.9	2.7	*	109	9-11	5

III b. Individual Profiles: by school.

Table 6 presents a random sample of twenty-five students selected from each of the six schools in which Kindergarten students will participate. Due to a sparcity of information on Kindergarten students the following data is provided to the contractor. This data represents test scores administred to students at the beginning of the First grade. The information presented does not represent scores for children who will be participating in this project. This data was selected in an effort to describe the Target population with which the contractor will be dealing. Because information on Kindergarten students is not available test scores from beginning first grades is presented.

The Metropolitan Readiness Tests are administered in the second and third weeks of school. Scores are converted to a standardized scale from high to low and then are grouped into three categories: "ready," "Probably not ready," and "not ready" for school learning.

The Metropolitan Readiness Tests consist of subdivisions aimed at measuring verbal aptitudes, visual and auditory perception, motor skills, numerical ability, capacity to follow directions and pay attention in a group situation. As a result of this test, the teacher is aided in placing each youngster (by class or by group within a class) in a comfortable peer learning situation. In a very real sense, the readiness test is an achievement test because it assesses what a child has "learned" before he enters the primary grades.

Six tests are included in Metropolitan Readiness Tests, as follows:

Test 1. Word Meaning, a picture vocabulary test. The pupil selects from three pictures the one that illustrates the word the examiner names.

Test 2. Listening, a test of ability to comprehend phrases and sentences instead of individual words. The pupil selects from three pictures the one which portrays a situation or event the examiner describes briefly.

SHAKESPEARE SCHOOL
Entering Primary Sept

The average daily attendance for January to June, 1970 taken from the Principals Monthly Report for the **Shakespeare School is 87.63% of the total membership.**

TOTAL SCORE	LETTER RATING	READY NOT READY	PER CENT RANK	STAN.	HEAD START	KINDERGA
69	D	Ready	79	7	Yes	No
61	C	Ready	63	6	No	Yes
53	C	Ready	46	5	No	Yes
51	C	Ready	42	5	No	Yes
49	C	Ready	38	4	No	Yes
44	D	Probably Not Ready	29	4	No	Yes
43	D	Probably Not Ready	27	4	No	No
40	D	Probably Not Ready	23	3	No	Yes
39	D	Probably Not Ready	22	3	No	Yes
38	D	Probably Not Ready	20	3	No	Yes
36	D	Probably Not Ready	17	3	No	Yes
34	D	Probably Not Ready	15	3	No	Yes
32	D	Probably Not Ready	13	3	Yes	Yes
29	D	Probably Not Ready	11	2	No	Yes
28	D	Probably Not Ready	10	2	No	Yes
27	D	Probably Not Ready	9	2	No	Yes
26	D	Probably Not Ready	8	2	No	Yes
25	D	Probably Not Ready	7	2	No	Yes
24	D	Probably Not Ready	7	2	No	Yes
23	E	Probably Not Ready	6	2	Yes	Yes
20	E	Not Ready	20	1	No	Yes
19	E	Not Ready	4	1	No	Yes
14	E	Not Ready	2	1	No	No
13	E	Not Ready	1	1	No	Yes
8	E	Not Ready	1	1	No	Yes

NOTE: This sample represents every 6th score taken from a table of scores arranged in desc order to total scores.

LAWSON SCHOOL
Entering Primary Sept. 19

The average daily attendance for January to June, 1970 taken from the Principals Monthly Report for the **Lawson School is 82% of the total membership.**

TOTAL SCORE	LETTER RATING	READY NOT READY	PER CENT RANK	STAN.	HEAD START	KINDERGA
76	B	Ready	91	8	No	Yes
68	B	Ready	77	6	No	Yes
63	C	Ready	67	6	No	Yes
58	C	Ready	57	5	No	Yes
55	C	Ready	51	5	No	Yes
51	C	Ready	42	5	No	Yes
50	C	Ready	40	4	No	Yes
48	C	Ready	36	4	Yes	Yes
46	C	Ready	33	4	No	Yes
45	C	Ready	31	4	Yes	Yes
43	D	Probably Not Ready	27	4	No	Yes
42	D	Probably Not Ready	26	4	No	Yes
40	D	Probably Not Ready	23	3	Yes	Yes
39	D	Probably Not Ready	22	3	No	Yes
38	D	Probably Not Ready	20	3	No	Yes
36	D	Probably Not Ready	17	3	No	Yes
36	D	Probably Not Ready	17	3	Yes	Yes
34	D	Probably Not Ready	15	3	No	Yes
32	D	Probably Not Ready	13	3	Yes	Yes
29	D	Probably Not Ready	13	2	No	Yes
27	D	Probably Not Ready	9	2	No	Yes
26	D	Probably Not Ready	8	2	No	Yes
24	D	Probably Not Ready	7	2	No	Yes
20	E	Not Ready	4	1	No	Yes
15	E	Not Ready	2	1	No	Yes

NOTE: This sample represents every 8th score taken from a table of scores arranged in desc order to total scores.

Individual Student Profiles

MOLLISON SCHOOL
Entering Primary Sept. 1969

The average daily attendance for January to June, 1970 taken from the Principals Monthly Report for the Mollison School is 91.90 % of the total membership.

TOTAL SCORE	LETTER RATING	READY - NOT READY	PER CENT RANK	STAN.	HEAD START	KINDERGARTEN
44	D	Probably Not Ready	29	4	No	No
43	D	Probably Not Ready	27	4	Yes	Yes
36	D	Probably Not Ready	17	3	Yes	Yes
31	D	Probably Not Ready	12	3	No	No
26	D	Probably Not Ready	8	2	Yes	Yes
20	E	Not Ready	4	1	No	No
17	E	Not Ready	3	1	Yes	Yes
15	E	Not Ready	2	1	No	Yes
40	D	Probably Not Ready	23	3	No	Yes
35	D	Probably Not Ready	16	3	No	Yes
62	C	Ready	65	6	Yes	Yes
52	C	Ready	44	5	No	No
62	C	Ready	65	6	Yes	Yes
46	C	Ready	33	4	Yes	Yes
24	D	Probably Not Ready	7	2	No	No
11	E	Not Ready	1	1	Yes	Yes
22	E	Not Ready	5	2	Yes	Yes
18	E	Not Ready	3	1	Yes	Yes
43	D	Probably Not Ready	27	4	No	No
10	E	Not Ready	1	1	No	Yes
60	C	Ready	61	5	Yes	Yes
53	C	Ready	46	5	No	No
48	C	Ready	36	4	Yes	Yes
46	C	Ready	33	4	Yes	Yes
37	D	Probably Not Ready	19	3	Yes	Yes

Individual Student Profiles

CHALMERS SCHOOL
Entering Primary Sept. 1969

The average daily attendance for January to June, 1970 taken from the Principals Monthly Report for the Chalmers School is 89.21 % of the total membership.

TOTAL SCORE	LETTER RATING	READY - NOT READY	PER CENT RANK	STAN.	HEAD START	KINDERGARTEN
14	E	Not Ready	2	1	No	No
13	E	Not Ready	1	1	No	No
10	E	Not Ready	1	1	No	No
64	B	Ready	69	6	No	Yes
33	D	Probably Not Ready	14	3	No	Yes
24	D	Probably Not Ready	7	2	No	Yes
6	E	Not Ready		1	No	Yes
30	D	Probably Not Ready	11	3	Yes	Yes
53	C	Ready	46	5	No	Yes
54	C	Ready	48	5	No	Yes
32	D	Probably Not Ready	13	3	No	Yes
66	B	Ready	73	6	No	Yes
21	E	Not Ready	5	2	No	Yes
20	E	Not Ready	4	1	No	Yes
23	E	Not Ready	6	2	No	Yes
39	D	Probably Not Ready	22	3	No	Yes
49	C	Ready	38	4	No	Yes
47	C	Ready	35	4	No	Yes
13	E	Not Ready	1	1	No	No
36	D	Probably Not Ready	17	3	No	Yes
38	D	Probably Not Ready	20	3	No	Yes
31	D	Probably Not Ready	12	3	No	Yes
22	E	Not Ready	5	2	Yes	Yes
23	E	Not Ready	6	2	Yes	Yes
9	E	Not Ready	1	1	No	Yes

Individual Student Profiles

POPE SCHOOL
Entering Primary Sept. 1969

The average daily attendance for January to June, 1970 taken from the Principals Monthly Report for the Pope School is 90.89 % of the total membership.

TOTAL SCORE	LETTER RATING	READY - NOT READY	PER CENT RANK	STAN.	HEAD START	KINDERGARTEN
34	D	Probably Not Ready	15	3	Yes	Yes
77	A	Ready	92	8	No	Yes
43	D	Not Ready	27	4	No	Yes
56	C	Ready	53	5	No	Yes
50	C	Ready	40	4	No	Yes
30	D	Not Ready	11	3	No	Yes
47	C	Ready	35	4	Yes	Yes
76	B	Ready	91	8	Yes	Yes
20	E	Not Ready	4	1	No	Yes
5	E	Not Ready	0	1	No	Yes
20	E	Not Ready	4	1	Yes	Yes
24	D	Not Ready	7	2	Yes	Yes
60	D	Ready	61	5	Yes	Yes
32	D	Not Ready	13	3	No	Yes
70	B	Ready	81	7	Yes	Yes
33	D	Not Ready	14	3	No	Yes
38	D	Not Ready	20	3	Yes	Yes
71	B	Ready	83	7	No	Yes
74	B	Ready	88	7	Yes	Yes
53	C	Ready	46	5	Yes	Yes
39	D	Not Ready	22	3	Yes	Yes
30	D	Not Ready	11	3	No	Yes
44	D	Not Ready	29	4	No	Yes
47	C	Ready	35	4	Yes	Yes
57	C	Ready	55	5	Yes	Yes

Individual Student Profiles

STEWART SCHOOL
Entering Primary Sept. 196

The average daily attendance for January to June, 1970 taken from the Principals Monthly Report for the Stewart School is 87.34 % of the total membership.

TOTAL SCORE	LETTER RATING	READY - NOT READY	PER CENT RANK	STAN.	HEAD START	KINDERGARTEN
45	C	Ready	31	4	No	No
24	D	Probably Not Ready	7	2	No	No
23	E	Not Ready	6	2	No	No
15	E	Not Ready	2	1	No	No
9	E	Not Ready	1	1	No	No
16	E	Not Ready	2	1	No	No
28	D	Probably Not Ready	10	2	No	Yes
13	E	Not Ready	1	1	No	Yes
22	E	Not Ready	5	2	No	Yes
56	C	Ready	53	5	Yes	Yes
38	D	Probably Not Ready	20	3	No	No
33	D	Probably Not Ready	14	3	No	Yes
23	E	Not Ready	6	2	No	Yes
13	E	Not Ready	1	1	No	No
54	C	Ready	48	5	Yes	Yes
22	E	Not Ready	5	2	No	Yes
31	D	Probably Not Ready	12	3	No	Yes
15	E	Not Ready	2	1	No	Yes
44	D	Probably Not Ready	29	4	No	Yes
24	D	Probably Not Ready	7	2	No	Yes
24	D	Probably Not Ready	7	2	No	Yes
20	E	Not Ready	4	1	Yes	Yes
34	D	Probably Not Ready	15	3	No	Yes
17	E	Not Ready	3	1	No	No
16	E	Not Ready	2	1	No	Yes

PROPOSAL FORMAT AND BASIS OF PROPOSAL EVALUATION

PROPOSAL FORMAT

Part A. : Substantive Proposal

SPECIFICATIONS: The proposals should be submitted on 8½ x 11" paper. Proposals should not be permanently bound.

I. Statement of the Problem and Summary of Proposal

This section should represent in capsule form the proposal that will follow; no mention of cost should be made within this section. The bidder should open discussion with a "statement of the problem", outlining the bidder's understanding of the project being considered and the conceptual approach planned by the Chicago Board of Education. This "statement of the problem: should include the following:

A. Bidder's understanding of the norms, procedures and current status of the Chicago Board of Education and associated interest groups as related to contractor-operated instructional programs.

B. Overview of the proposed approach with concise summary of any unique elements of the proposed system.

C. Ways in which bidder's proposal satisfies the general conditions and special constraints documented in the Request For Proposals

D. The rationale behind any consortium effort

E. Proposed method of payment

II. Project Organization and Management

The bidder should provide complete details concerning the proposed project organization and management. This is to include appropriate charts, such as functional flow diagrams or Planning, Evaluation, Review Technique (PERT) diagrams. Specific attention should be paid to at least the following:

A. Contractor-school system information exchange procedures

B. Contractor evaluation and quality control programs.

C. If sub-contractors are considered for portions of the project, complete data regarding the use and management relationships between such sub-contractor(s) and the prime bidder should be provided.

III. Project Manning Specifications

Bidders should indicate levels and time phasing of manpower projected for the proposed system.

IV. Corporate Background

A. The bidder should provide data which is representative of previous work experience to include appropriate references.

B. Resumes of key operational and managerial personnel should be provided. Should the use of consultant personnel be anticipated, resumes and signed letters of availability should be provided. In addition, any such consultants should demonstrate within the letter of availability, or other such document, that a genral knowledge of the Chicago program is held.

C. Separate division by notation should be made for any data concerning sub-contractors.

V. Appendix

A. Data considered by the bidder to be necessary element to support the proposal should be provided in the appendix.

B. Hardware data and detailed specifications, if any, should be found in the Appendix.

C. Any other information considered necessary for inclusion in the proposal, but not considered appropriate in Sections I through V, may be included in appropriately described appendices.

PART B- COSTING INFORMATION

The bidder is required to present a detailed cost breakdown. Since cost relationships are a primary concern in determining optimal learning system combinations, the prime contractor is required to present budget estimates in his proposal in the following format:

	Operational	
Administrative	Non-Reoccur	Reoccur
Salaries		
Equipment		
Materials Consumable		
Materials Non-consumable		
Instructional		
Salaries		
Equipment		
Materials Consumable		
Materials Non-consumable		

PROPOSAL EVALUATION

All proposals will be evaluated by the Performance Contract Management Committee composed of representatives of the following:

The Chicago Board of Education
Teachers and Principals of participating schools
The Chicago Teachers Union
The Chicago Model Cities Program
The Model Area Councils
Administrative Staff of the Board of Education

The following factors will be utilized by this committee in selecting the best proposal. These factors are included for the benefit of the contractor in preparing his proposal. The two most critical factors will be 1) methodology and rationale and; 2) costing formula (level of Guarantee).

I. General Features of the Proposal
    A. Presentation and Organization
        1. Did the contractor follow RFP guidelines for proposal format and organization?
        2. Are budgets and pricing arrangements presented according to RFP guidelines?
    B. Stylistic
        1. Is the proposal developed logically and completely?
        2. Is the presentation clear and concise?

II. Soundness of Approach
   A. Technical
      1. Theoretical/conceptual basis
      2. Pertinent and valid empirical data
      3. Field tested material and techniques
      4. Behavioral psychology basis
   B. Socio-Political/Technical
      1. Will the community accept?
      2. Will the schools accept?
      3. Ease of turnkey
   C. General Factors
      1. Degree of non-labor intensity, i.e., low operating costs
      2. Plan for training local personnel (both consultants and paraprofessonals)
      3. Management and logistical plan
      4. Provisions for quality control and on-going internal evaluation

III. Most Favorable pricing Arrangement
   A. Acceptable methods of cost reimbursement
   B. Account Cost broken into following categories:
      1. Start-up
      2. Capital outlay
      3. Operating, actual and opportunity

IV. Past Performance and Technical Ability of Contractor

V. Organizational Commitment
   A. High level corporate support
   B. Investment of time and other resources in planning proposal

C. Corporate attitude toward the project

D. If consortium, clarity of lines of responsibility drawn

E. Extent of "other" operations and over-commitment

F. Willingness to meet conditions and contraints of Chicago Board of Education , Chicago Teachers Union, and the Model Cities Agency.

G. Ability to perform on "extras".

NOTE: Proposals should follow the program outlined in the Request For Proposals. However, alternatives to particular program elements will also be considered and may be the subject of negotiation with contractors.

APPENDIX

Board Actions

October 28, 1970

70-995
MODEL CITIES READING PROJECT

RECOMMENDATION: Approve the work program, budget, and implementation of the Model Cities Reading Project which include provision for "task force" demonstration reading teams, home visiting reading teams and a performance contract in selected elementary schools in the Model Cities Target Areas, and authorize entering into an agreement with the Council of Great City Schools as the management support contractor.

DESCRIPTION: This Program:

(A) Provides six "task force" demonstration reading teams, composed of two consultants and one aide each, assigned to district offices, to work with individual teachers and groups of teachers to improve reading teaching skills of primary and intermediate teachers.

Task force demonstration reading teams will offer inservice, demonstration teaching, and classroom supervision.

Task force demonstration reading teams will operate in target area schools other than those already having Intensive Reading Programs, CO-PLUS programs, and Project R.E.A.D. programs.

Task force demonstration reading teams will operate during the school year in the twelve months following initiation of the project.

Task force demonstration reading teams budget is $219,000.

(B) Provides three consultants and three aides to operate in home visiting reading teams in District 19.

Home visiting reading teams will develop and select materials suitable for parents to use in tutoring their own children.

Home visiting reading teams will develop and select materials suitable for parents to use in tutoring their own children.

Home visiting reading teams will work with parents and staff, in homes and schools, to introduce ways of getting children ready to read, to reinforce school learning experiences, and to introduce tutoring materials and methods coordinated with the regular reading program.

Home visiting reading teams will operate during the school year in the twelve months following initiation of the project.

Home visiting reading teams budget is $63,950.

(C) Provides for the development of a performance contract program to serve approximately 900 kindergarten and primary children and approximately 900 intermediate pupils located in ten target area elementary schools.

The objective of the performance contract program is to demonstrate that a private sub-contractor can institute a successful reading instructional system for kindergarten and middle grade pupils while assuming the financial risk involved. Success will be measured by individual student gains on standardized achievement tests. A minimum of one grade gain after one hour per day instruction for one school year will be acceptable for minimum payment, with larger gains entitling the sub-contractor to larger payments. Success will also be measured in terms of retention of gains as compared with a control group.

A sub-objective of this program is that it utilize the existing staff and at the conclusion of the contracted program that, if successful, the existing staff be able to incorporate the program in the regular instructional program.

The performance contract program will include sub-contractors as follows:

(1) The primary contractor will perform the actual instruction of the students, including supplying equipment and materials, and personnel and/or inservice training of Board of Education personnel, and will be paid in relation to the achievement of students. This instruction will probably take place in special laboratories for one hour per day per student.

Primary contractor budget is $400,800.

(2) The auditing contractor will certify and implement the research design, pre and post test the students, monitor the project, and prepare reports.

Auditing contractor budget is $25,000.

(3) The management support contractor will assist staff and the Performance Contract Management Committee in developing the program, acceptable to the Board of Education, including the request for proposal, bidding procedures, negotiations with contractors, and interim and final performance objectives. The management support contractor will also assist in monitoring the project.

Management support contractor budget is $30,250.

The Request for Proposals, bidding procedures, bidding by contractors, negotiation of contracts, and preparation of facilities will take place during November, 1970 to January, 1971 with the instructional aspect of the performance contract taking place during February, 1971 through January, 1972.

The present approval to implement the performance contract program includes authorization to enter into an agreement with The Council of the Great City Schools (a non-profit organization) as the management support contractor, as of the starting date of the Model Cities contract and subject to Model Cities Agency approval of sub-contractor. Selection of the primary or instructional contractor and the auditing contractor will be made after review of proposals and will require the future approval of the Chicago Board of Education and the Model Cities Agency.

(D) Provides a Reading Project Director and clerical staff in the Model Cities office of the Department of Government Funded Programs to give direction and coordination to the Reading Teams, to give coordination *and act as a decision-making focal point for the* components of the performance contract program, and to coordinate the program with ongoing research and planning efforts of the Department of Education Program Planning.

The Reading Project Director will be employed on a twelve month basis from the date of initiation of the project.

Reading Project Director and staff budget is $35,000.

SUPPORTIVE DATA: The reading achievement test scores of pupils in Target Area schools indicate that special attention to the teaching of reading is necessary. The averages of scores for all target area schools are:

	Target Area Schools	City Wide Average	National Average
Percent Ready to Read, Primary I	35%	54%	69%
Reading Achievement Median Score for School, Sixth Grade	4.7	5.3	6.7

The task force demonstration reading teams should offer a means of improving reading instruction for most of the pupils in lower elementary grades in target area schools by working closely with teachers to introduce proven and promising techniques and to sharpen teaching skills, concentrating especially on working with new teachers.

The home visiting reading teams offer an innovative approach which will attempt to tap the resources of adults in the community to aid in instruction. Side benefits in terms of improved reading skills may also accrue to the parents.

The performance contract program offers the following features which are innovative or would seem to recommend the program as exemplary:

A. The Program allows for the demonstration and trial of costly new instructional systems with the risk being borne by the contractor.

B. Chicago public school teachers will be trained and will teach in the program so that at the conclusion of the contract we will have a trained staff, assuming the contract is successful, to continue the procedures.

C. The three aspects of the program provide for checks and balances; they will be contracted to three separate groups; management and support staff; the performance contractor; and the auditing contractor.

D. Educational policy determination is retained by the school system because it is built into the specifications upon which the contractor must bid.

E. A research design is built into the contract that can produce hard data.

F. Provision is made for pre and post testing on standardized tests, and for interim testing from a pool of items measuring performance on specific objectives.

G. Retention one year later is a requirement of the specifications.

Study of performance contracts has been underway in the Department of Educational Program Planning for more than a year. Conferences have been held with the representatives of many companies in this field. The General Superintendent of Schools and the Deputy Superintendent have been involved in some of these meetings. The appropriate District Superintendents have also been involved in developing the present plans.

Much thought and discussion have been given to this area by members of the field staff in Model Cities Target areas. Model Cities Agency staff-members have involved. Information has been sought from other cities and the reports received carefully reviewed.

More recently advice and assistance in planning have been received from Mr. Jack Stenner of The Council of the Great City Schools research staff.

Utilizing the planning that has taken place and those procedures which have been developed, the Chicago Board of Education should be able to conduct this performance contract program in a manner that will determine the efficacy of the program to the satisfaction of the community, the faculty, and the contractors.

Copies of the Reading Project Work Program and budget are on file with the Secretary of the Board of Education.

FINANCIAL: Charge to account classification 33-6-157 Sundry objects

Project Budget is $774,000. to be funded completely by the Model Cities Agency.

No additional cost to the Board of Education.

Respectfully submitted,

JAMES F. REDMOND

General Superintendent of Schools

Prepared by:
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Director of Research, Educational Program Planning

Approved by:
BLAINE DE NYE
Model Cities Administrator, Government Funded Programs

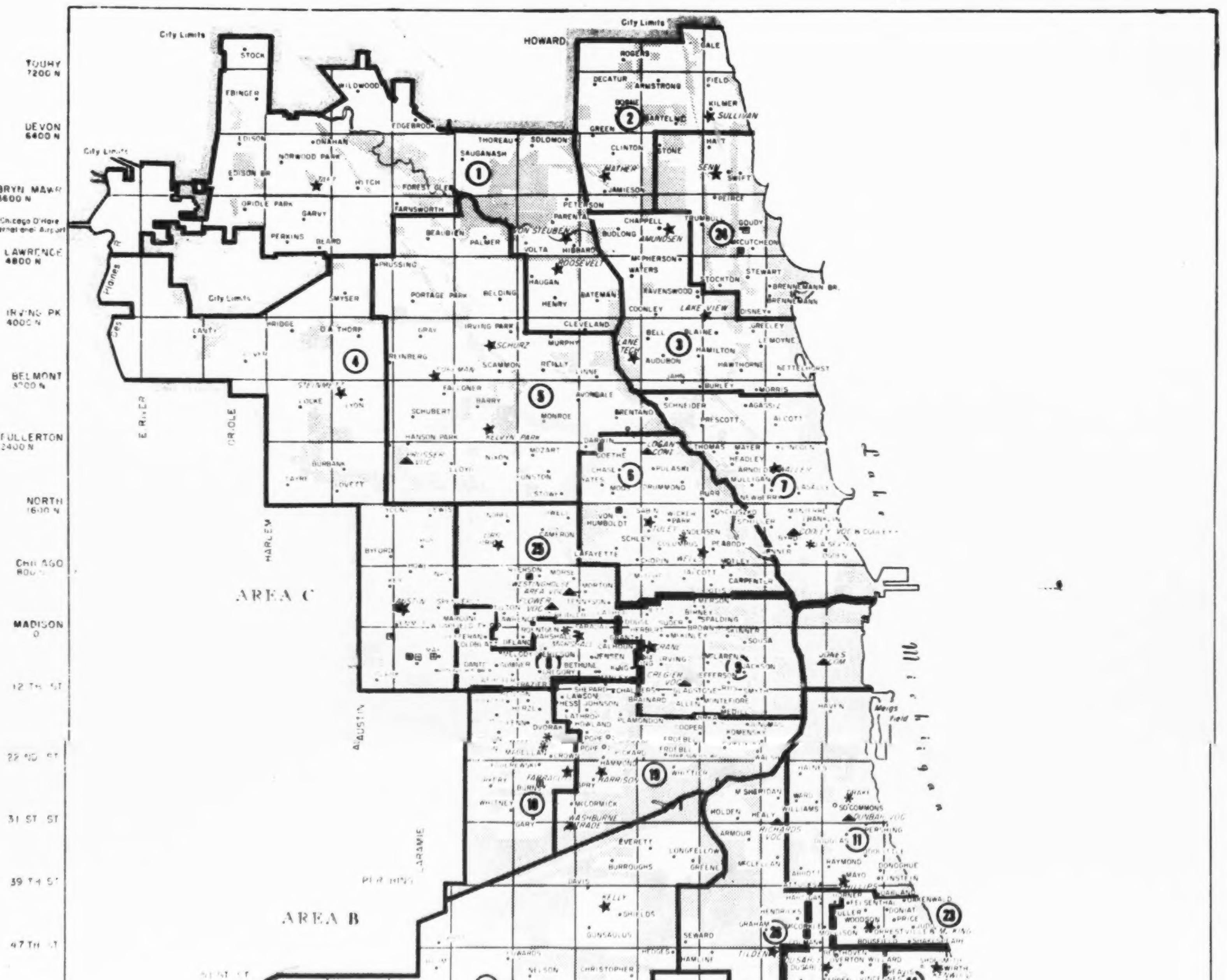
JAMES G. MOFFAT
Assistant Superintendent, Government Funded Programs

EVELYN F. CARLSON
Associate Superintendent, Educational Program Planning

MANFORD BYRD, JR.
Deputy Superintendent of Schools

Noted:
ROBERT STICKLES
Controller

As the result of discussion at the meeting of the Board of Education the amounts of money allocated to each program element have been changed.



City Limits
HOWARD
TOUHY 7200 N
DEVON 6400 N
BRYN MAWR 5600 N
To Chicago O'Hare International Airport
LAWRENCE 4800 N
IRVING PK 4000 N
BELMONT 3200 N
FULLERTON 2400 N
NORTH 1600 N
CHICAGO 800 N
MADISON 0
12 TH ST
22 ND ST
31 ST ST
39 TH ST
47 TH ST
55 TH ST
63 RD ST
65 TH ST
71 ST ST
79 TH ST
87 TH ST
95 TH ST
103 RD ST
111 TH ST
119 TH ST
127 TH ST
135 TH ST
8800 W
8000 W
7200 W
6400 W
5600 W
4800 W
4000 W
3200 W
2400 W
1600 W
800 W
STATE 0
800 E
1600 E
2400 E
3200 E
State Line
HARLEM
AUSTIN
LARAMIE
CICERO
PULASKI
KEDZIE
WESTERN
ASHLAND
HALSTED
NARRAGANSETT
CENTRAL
YATES
BRANDON
ORIOLE
E RIVER
AREA C
AREA B
AREA A
Midway Airport
Meigs Field
Lake Calumet
Wolf Lake
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Legend
ELEMENTARY SCHOOL
VOCATIONAL & EDUCATIONAL GUIDANCE CENTER
HIGH SCHOOL
VOCATIONAL HIGH SCHOOL
RENTED PROPERTY
NON-RESIDENTIAL AREA
ADMINISTRATIVE AREAS
EXPRESSWAYS
RELOCATABLE (Other than school site)
PREPARED JUNE 1970
Graphic Art Dept
Bureau of Facilities Planning

Chicago Public Schools

DISTRICT SUPERINTENDENTS' DISTRICTS

CHICAGO PUBLIC SCHOOLS

JAMES F. REDMOND

General Superintendent of Schools

1970-1971 REGULAR SCHOOL YEAR CALENDAR FOR ELEMENTARY AND HIGH SCHOOLS

1970

SCHOOL MONTH OF SEPTEMBER

S	M	T	W	T	F	S
	7*	8‡	9	10	11	(12)
( )	14	15	16	17	18	(19)
(20)	21	22	23	24	25	(26)
(27)	28	29	30	1	2	(3)

SCHOOL MONTH OF OCTOBER

S	M	T	W	T	F	S
	5	6	7	8	9	(10)
( )	12*	13	14	15	16	(17)
	19	20	21	22	23	(24)
(25)	26	27	28	29	30	(31)

SCHOOL MONTH OF NOVEMBER

S	M	T	W	T	F	S
	2	3*	4	5	6	(7)
)	9	10	11*	12	13	(14)
)	16	17	18	19	20	(21)
(22)	23	24	25	26*	27*	(28)

SCHOOL MONTH OF DECEMBER

S	M	T	W	T	F	S
(29)	30	1	2	3	4	(5)
	7	8	9	10	11	(12)
( )	14	15	16	17	18	(19)
(20)	21	22	23	24*	25*	(26)
	Christmas Vacation					
	[28]	[29]	[30]	[31]	[1]	(2)

1971

SCHOOL MONTH OF JANUARY

S	M	T	W	T	F	S
)	4	5	6	7	8	(9)
(10)	11	12	13	14	15	(16)
(17)	18	19	20	21	22	(23)
( )	25	26	27	28°	29	(30)

1971

SCHOOL MONTH OF FEBRUARY

S	M	T	W	T	F	S
(31)	1*	2	3	4	5	(6)
(7)	8	9	10	11	12	(13)
(14)	15*	16	17	18	19	(20)
(21)	22	23	24	25	26	(27)

SCHOOL MONTH OF MARCH

S	M	T	W	T	F	S
(28)	1	2	3	4	5	(6)
(7)	8	9	10	11	12	(13)
(14)	15	16	17	18	19	(20)
(21)	22	23	24	25	26	(27)

SCHOOL MONTH OF APRIL

S	M	T	W	T	F	S
(28)	29	30	31	1	2	(3)
(4)	5	6	7	8	9*	(10)
(11)	12	13	14	15	16	(17)
(18)	19	20	21	22	23	(24)
	Spring Vacation					
(25)	[26]	[27]	[28]	[29]	[30]	(1)

SCHOOL MONTH OF MAY

S	M	T	W	T	F	S
(2)	3	4	5	6	7	(8)
(9)	10	11	12	13	14	(15)
(16)	17	18	19	20	21	(22)
(23)	24	25	26	27	28	(29)

SCHOOL MONTH OF JUNE

S	M	T	W	T	F	S
(30)	31*	1	2	3	4	(5)
(6)	7	8	9	10	11	(12)
(13)	14	15	16	17	18	(19)
(20)	21	22	23	24†	25	(26)

1971
SUMMER SCHOOL SESSIONS

Elementary, High and
Vocational High Schools

SUMMER SCHOOL MONTH OF JULY

S	M	T	W	T	F	S
(27)	28	29	30	1	2	(3)
(4)	5*	6	7	8	9	(10)
(11)	12	13	14	15	16	(17)
(18)	19	20	21	22	23	(24)

SUMMER SCHOOL MONTH OF AUGUST

S	M	T	W	T	F	S
(25)	26	27	28	29	30	(31)
(1)	2	3	4	5	6	(7)
(8)	9	10	11	12	13	(14)
(15)	16	17	18	19	20	(21)
(22)	(23)	(24)	(25)	(26)	(27)	(28)
(29)	(30)	(31)				

LEGEND:

( ) days on which schools are closed and for which no salary is paid

[ ] days on which schools are closed and for which no salary is paid except as provided for by budgetary action

‡ Orientation Day

° Record-In-Service Day

† Records Day

***HOLIDAYS — 1970 - 1971**

September 7 — Labor Day
October 12 — Columbus Day
November 3 — Election Day
November 11 — Veterans' Day
November 26, 27 — Thanksgiving Holidays
December 24 — Christmas Eve
December 25 — Christmas Day
February 1 — Lincoln's Birthday
February 15 — Washington's Birthday
April 9 — Good Friday
May 31 — Memorial Day

‡**ORIENTATION DAY** — Tuesday, September 8, 1970. Teachers are to report at the regular time to set up records, organize work and prepare instruction materials preliminary to the arrival of pupils on the next day.

RISTMAS VACATION — Schools close at the end of the school day on Wednesday, December 23, 1970 and re-open on Monday, January 4, 1971.

RING VACATION — Schools close at the end of the school day on Friday, April 23, 1971 and re-open on Monday, May 3, 1971.

°**RECORD-IN-SERVICE DAY** — January 28.

†**RECORDS DAY** — June 24. On this day pupils are excused from classes, but all teachers report at the regular time.

HOOLS CLOSE for summer vacation at 11:00 A.M. on Friday, June 25, 1971.

ADLINE FOR ADMISSION TO KINDERGARTEN AND FIRST GRADE — Children may be admitted to kindergarten or first grade on the opening day in September, if they will have reached the age of five years or six years respectively on or before December 1. Those reaching five or six years of age respectively after December 1, will not be admitted to kindergarten or first grade until the following September.

SPECIAL SUMMER SCHOOL SESSIONS FOR ELEMENTARY AND HIGH SCHOOLS

ELEMENTARY, HIGH AND VOCATIONAL HIGH SCHOOLS — Summer elementary and high schools will be operated for eight weeks beginning Monday, June 28, and ending Friday, August 20, 1971. Jones Commercial High School will also operate an evening school for six weeks beginning Monday, June 14, and ending Thursday, July 22, 1971, with no classes on Friday.

CONTINUATION SCHOOLS will operate for 46 weeks, ending August 6, 1971.

WASHBURNE TRADE SCHOOL will operate 48 weeks running through Christmas and Spring Vacations.

ACTICAL NURSING PROGRAM in the Cregier Vocational High School will continue in session beyond the regular school term throughout the calendar year.

RESIDENTIAL SCHOOLS — The Residential Schools (North Side for boys and South Side for girls) will continue in session beyond the regular school term throughout the calendar year.

SCHOOLS SERVING SPECIAL NEEDS — Montefiore and Moseley Schools for Boys, and Bousfield, Motley, and Family Living Centers for Girls will continue in session beyond the regular school term for eight weeks from Monday, June 28, 1971 to Friday, August 20, 1971. Arthur J. Audy Home for Children School, with branches at Cook County Jail, and House of Correction, will continue in session beyond the regular school term throughout the calendar year.

DESCRIPTION OF READING TEAM PROGRAMS

The Reading teams described below will be directly supervised by the District Superintendents under whom they operate, but their efforts will be coordinated by the Reading Project Director.

Seven Task Force Reading Teams, composed of two Reading Improvement Consultants and one Reading Aide each, except for District 24 which will be composed of one Reading Improvement Consultant and one Reading Aide, will be assigned to district offices in the Model Cities Target Areas to work with individual teachers and groups of teachers to improve the skills of Kindergarten--Primary and Intermediate grade teachers to teach reading. In many instances the Reading Improvement Consultants will act as demonstration teachers and at other times they will critique reading lessons. Reading Improvement Consultants will also conduct inservice training workshops related to the teaching of teachers to teach reading in assigned Target Area Schools.

The Seven Task Force Reading Teams will operate out of the following District Offices: District 13, two Teams; District 14, one Team; District 19, one Team; District 23, two Teams; District 24, one Team. The Teams will offer services to all elementary schools in the districts except for those schools in which there would be conflict with existing special instructional programs, such as CO-PLUS, Project R.E.A.D., and the Board of Education Intensive Reading Program. Those schools which will be included, unless conflict with other programs becomes apparent, would be: District 14, Carnegie, Dumas, Fiske, Scott, Wadsworth; District 13, Beethoven and Branch, Colman and Branch, McCorkle, Willard, Farren and Branch, Hartigan, and Horner; District 19, Chalmers, Howland, Lathrop, Lawson, Plamondon, Pope, and Shepard; District 23, Doniat, Felsenthal and Branch, Fuller, Judd, Mollison, Oakenwald South, Price, Shakespeare Woodson North, Oakland; District 24, Brennman and Branch, Stewart, and Trumbull:

The Home Visiting Reading Team, composed of three Reading Improvement Consultants and three Reading Aides will be assigned to the District Nineteen Office. The Home Visiting Reading Team will be responsible to the district superintendent and principals of the participating Target Area schools for visiting the homes and meeting with parents of children enrolled in the several schools to provide parents with special materials and instruction for tutoring their own children in reading.

CITY OF CHICAGO
OFFICE OF THE MAYOR

MODEL CITIES PROGRAM

TO: PROJECT SPONSORS

FROM: Erwin A. France
Administrative Assistant
to the Mayor

SUBJECT: SUBCONTRACT WORK PROGRAMS

PROGRAM
BULLETIN NO. 1
November 10, 1970

In preparing subcontracts, a number of points in the prime contract must be taken into consideration. These include, but are not necessarily limited to:

- Provisions incorporated into the Standard Form for Contracts and Cooperation Agreements
- Equal Opportunity provisions for capital improvement contracts and subcontracts
- Fiscal management and accounting requirements
- Requirements of subcontractors incorporated into the work program of the sponsoring agency

Although responsibility for the adequacy of subcontracts rests solely with the sponsoring agency, the CDA will take exception to any subcontract in which either the work program or budget is not sufficiently detailed to ensure that its provisions comply with those of the prime contract.

The CDA encourages project sponsors to develop standards that will ensure subcontracts sufficiently detailed for the sponsor to effectively monitor progress and assure completion of subcontractors' tasks.

The Model Cities "Standards for the Design, Conduct, and Administration of Supplemental Funded Projects," August 27, 1970, should be consulted as a general model for the preparation of subcontract agreements. In some cases, its requirements will be less applicable than in others. Specific technical requirements, such as architectural drawings, or legislative regulations may be more appropriate to the subcontract document than provisions required by the Standards. Nevertheless, each subcontract work program must contain at least the following:

1. A statement of objectives.
2. Identification of tasks to be performed by the subcontractor.
3. A description of the manner in which these tasks are to be performed.
4. A timetable for completion of the tasks.
5. Documentation of the nature of any products to be produced by virtue of the subcontract.
6. Documentation of the agreements concerning the hiring of Model Neighborhood residents.
7. A budget prepared according to the HUD budget form supplied in the "Standards Document."
8. A termination date which does not extend past that of the prime contract.

Under no circumstances is work to be performed by a subcontractor for any Model Cities program until the prime contractor receives approval of the subcontract from the CDA.

Any questions concerning the above should be directed to the Supervisor of Planning, 744-8138.

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in the Graphic Arts Program
DRAKE EDUCATIONAL AND VOCATIONAL GUIDANCE CENTER
Ollie T. Boddie, Jr., Instructor
Chester Smilowski, Vocational Assistant

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